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The absence of empirical research on strategies for addressing multicultural resistance is due, in part, to the lack of available measures of the construct. The purpose of this study was to redefine multicultural resistance by utilizing Brehm's theory of psychological reactance (Brehm, 1966; Brehm & Brehm, 1981) to develop a reliable and valid measure of multicultural training reactance: the Crowell–Lowery Multicultural Training Reactance Scale (CL-MTRS) ©. Exploratory factor analysis was used to determine the underlying factor structure of the CL-MTRS. Preliminary reliability and validity findings along with additional exploratory analyses are presented. Implications of these findings suggest how certain training practices for developing cultural sensitivity would ultimately yield counselors that are more effective in working with diverse clients.

DEVELOPMENT AND VALIDATION OF THE CROWELL-LOWERY

MULTICULTURAL TRAINING REACTANCE

SCALE (CL-MTRS)

by

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Approved by

Dr. L. DiAnne Borders
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To my grandparents, Charles & Margaret (*deceased*) Crowell

and Mary & Isaac (*deceased*) Miller. As in most families there are cornerstones

of courage that leave a permanent mark on the lives of their children, and inspire them to

reach above and beyond their wildest dreams. With my family, it is no different. I am so

grateful for the strength that I've witnessed in my grandparents. These many pages of

paper are simply not a symbolic rite of passage of the doctorate, but they are a testament

to what can be achieved when loved ones sacrifice, labor, and lead by example in a world

that is always not so tolerant, yet filled with endless possibilities. Thank you for teaching

me all that I ever needed to know about living joyfully in this lifetime. It is with this

knowledge and appreciation that I dedicate this dissertation to my grandparents.

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of

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certainly not least, I thank God and his Son, Jesus Christ, for grace and mercy which has

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CHAPTER I

INTRODUCTION

The 2008 United States Census projections predict that, by the year 2050, racial

and ethnic minority groups will make up 50% of the population. Because the U.S. is

becoming more and more diverse, health care and educational institutions need to employ

processes that are effective with people from varied cultural backgrounds. This is

especially important in the delivery of mental health services. Clients from culturally

diverse backgrounds account for a disproportionate amount of dissatisfaction with

counseling (e.g., Constantine, 2002), inequitable service provision (e.g., Bellini, 2003;

Capella, 2002; Matrone & Leahy, 2005; Park, Kim-Rupnow, Stodden, & Starbuck,

2005), and poor follow-up rates (e.g., Tidwell, 2004). Although seemingly well

intentioned, counselors and other helping professionals may possess preconceived

notions about certain cultural groups which could inaccurately influence their practice.

In an effort to address this risk, the Council for Accreditation of Counseling and Related

Educational Programs (CACREP) requires that accredited programs address culture and

diversity within training (CACREP, 2009). Furthermore, Sue, Arredondo, and McDavis

(1992) presented "A Call for Action" to the American Counseling Association (ACA)

(formerly American Association for Counseling & Development; AACD) that provided

specific standards of practice for counselors' work with diverse groups. These standards,

known as the *Multicultural Counseling Competencies* (MCCs), are integrated within

multicultural training and encourage the assessment of biases, acquisition of knowledge about diverse cultural groups, and the application of appropriate counseling interventions (Sue, Arredondo, & McDavis, 1992). Thus, counselor educators bear significant responsibility in the development of counseling students' MCCs.

An examination of the literature suggests there is an implied and sometimes explicit expectation for change to occur in counselor education, particularly in courses on culture and diversity (Sammons & Speight, 2008). Training programs in the helping professions have instituted curricula and practical experiences meant to foster competence in working with diverse populations which help students recognize how certain practices may be inappropriate for some clients. Arredondo (2003) advised that students' cognitive, affective, and behavioral responses to multicultural issues will vary based on the individual's stage of racial/cultural identity. Therefore, comprehension of multicultural subject matter alone seems futile unless students have a receptive attitude towards learning about those who are different from them (Estrada, Durlak, & Juarez, 2002; Munroe & Pearson, 2006). Hence, a particular emphasis of multicultural training involves promoting self-reflection and acknowledgment of one's prejudices and biases (Harley & Dillard, 2005; Sue et al., 1992). Not surprisingly, the awareness that is gained through self-examination can result in discomfort and intense emotional reactions (Hyde & Ruth, 2002), including resistance. However, the personal biases and prejudices of students should be brought to their attention before undue harm is inflicted on potential clients.

The presence of resistance is a common occurrence as students' established ways of thinking are confronted. As a result, student multicultural resistance has become a major dilemma that faculty members contend with in teaching courses in culture and diversity (Helms et al., 2003; Young & Tran, 2001). For this study, multicultural resistance is viewed as an innate protective response that occurs when elements of multicultural training threaten students' beliefs, values, and worldview. Due to the sensitive nature of course content, instructors often become the target of student resistance (Jackson, 1999). Also, students may become upset with the curriculum or even withdraw from full participation in class activities or assignments (Chan & Treacy, 1996; Hyde & Ruth, 2002). As such, many instructors have found it difficult to manage the course effectively (Helms et al., 2003).

Mio and Awakuni (2000) indicated that certain methods within multicultural training "might result in a reactance, causing those [students] who are resistant to hold onto their original beliefs much more strongly" (p. xiv). Hence, the presence of multicultural resistance within training may be best explained by psychological reactance theory (Brehm, 1966; Brehm & Brehm, 1981). Brehm's main tenets for the theory of psychological reactance serve as a useful model for defining, understanding, and assessing multicultural resistance. A central concept of the theory suggests that individuals believe they possess certain freedoms. Freedoms are based on the perception of the individual and consequently may differ from one person to the next and amidst various circumstances. Moreover, people place varied levels of importance on different freedoms. Descriptions of these freedoms range from the desire to engage in certain

activities to commitment to one's convictions or beliefs. The second concept is dependent on the first in that it posits that, due to the existence of perceived freedoms, anything that may create difficulty or challenge the ability to exercise a freedom is perceived as a threat. Threats to freedoms also have degrees of significance that will vary with different individuals and in different contexts. Once a freedom is threatened, people will behave in a manner to preserve that freedom. The motivation driving this behavior is known as reactance.

Brehm's (1982) model is somewhat different from other theoretical perspectives of resistance (e.g., behavior theory) in that he viewed reactance as an attempt at self-preservation rather than opposition. Brehm's perspective is preferred due to the understanding that protecting one's self is a natural instinct and one that should be anticipated. Applying this perspective places the focus more on the meaning behind individuals' reactions than merely the outward behavior. For example, when students enroll in programs within the helping professions they also bring the same worldviews, beliefs, and attitudes that have helped them navigate and understand their society. The principles of multiculturalism and strategies used within the training environment can quickly challenge these notions and often will be viewed as threatening to students. Feelings of fear, anxiety, and anger, then, can emerge in response to new insights, and students may react to the possibility that they have subscribed to close-minded behavior and thinking. Emotions may give way to non-acceptance as well as rationalizations of old attitudes and beliefs in attempts to the erase the inconsistencies that are now in their awareness. Consequently, students' verbal criticisms of the course, displays of hostility

toward the instructor (Arredondo, 2003), and intellectualization of multicultural content (Coleman, Collings, & McDonald, 1999) demonstrates how reactance manifests within the training environment. In short, students may behave in ways designed to preserve their beliefs and their "freedom" to believe and act on those beliefs.

Essentially, multicultural resistance describes what is encountered (i.e., observed, experienced, felt) within the training environment; however, the underlying "hidden" force that gives meaning and explains resistant behavior denotes multicultural training reactance. This important distinction is central to this study and the discussions that follow in the review of the literature in Chapter II.

Some methods recommended for addressing multicultural resistance include journal writing, interactive drama, and immersion experiences (Kim & Lyons, 2003; Mio & Barker-Hackett, 2003; Tromski & Dotson, 2003). Although, anecdotally, these strategies offer promise, they have yet to be supported by empirical research. Smith, Constantine, Dunn, Dinehart, and Montoya (2006) discovered that multicultural training interventions based on prior research and theory have been found to explain some variations in training outcomes (e.g., multicultural counseling competence, racial identity, racial prejudice, and client-counselor relationship), while some of the difference was undetermined. However, the influence of multicultural resistance on training outcomes was not measured and therefore unknown. Students' resistant attitudes and beliefs about training could possibly explain the differences in how they responded to interventions.

Some believed reactance is most appropriately considered as an individual trait (e.g., Buboltz, Woller, & Pepper, 1999; Dowd & Wallbrown, 1993; Dowd, Walbrown,

Sanders, & Yesenosky, 1994), which suggested that it may be beneficial to explore whether people exhibiting multicultural resistance are likely to exhibit general reactance. Other findings have suggested age (Hong, Giannkopoulis, Laing, & Williams, 1994; Woller, Buboltz, & Loveland, 2007), gender (Seeman, Buboltz, Jenkins, Soper, & Woller, 2004; Woller et al., 2007), and race/ethnicity (e.g., Seeman et al., 2004; Woller et al., 2007) influence reactance levels, which has important implications for multicultural training outcomes and subsequent cross cultural counseling experiences. Subsequently, more investigations are needed to determine what multicultural training experiences are effective in addressing multicultural resistance (Robinson & Morris, 2000).

A review of the literature revealed one reason for the absence of empirical research on multicultural resistance is the lack of measures that assess the construct. Measures assessing client resistance (e.g., Chamberlain, Patterson, Reid, Kavanagh, & Forgatch, 1984; Dowd, Milne, & Wise, 1991; Hong & Page, 1989; Mahalik, 1994; Merz, 1983; Shearer & Ogan, 2002) provide some insights, yet they fall short of assessing the unique dynamics that occur in multicultural training.

Due to a lack of research supporting classroom strategies that reduce multicultural resistance, instructors may fail at their original intentions. As such, in order to provide evidenced-based interventions for reducing students' resistance within multicultural training, attention should be given to the development of psychometrically sound assessment instruments. To this aim, the focus of this study is to develop the Crowell-Lowery Multicultural Training Reactance Scale (CL-MTRS), which conceptualizes multicultural resistance using the theoretical framework of psychological reactance.

Purpose of the Study

Because there are no empirically supported strategies available to identify and manage multicultural resistance, training practices are likely to fall short of their intended goal. As a result, investigations on multicultural training outcomes (e.g., Smith et al., 2006) are lacking a crucial variable that would influence research findings. Therefore, the purpose of this study is two-fold. The first purpose is to provide a comprehensive definition of multicultural training reactance derived from multicultural training, resistance and psychological reactance literature whereas it is understood to be the following:

A natural coping method, generated within a person's cognitive processes that is evidenced by affective and behavioral responses that consciously or unconsciously engage when the expectation for change within multicultural training challenges one's sense of willingness or readiness. These responses are mitigated by one's level of cultural identity, multicultural content, course facilitator, and the processes of learning implemented.

Secondly, this investigation seeks to develop, test, and validate the CL-MTRS, a measure of multicultural training reactance.

Statement of the Problem

Despite a plethora of research assessing multicultural competencies within counselor education programs (e.g., Constantine & Ladany, 2000; Dinsmore & England, 1996; Dunn, Smith, & Montoya, 2006; Holcomb-McCoy & Myers, 1999; LaFromboise, Coleman, & Hernandez, 1991; Ponterotto, Alexander, & Grieger, 1995; Sodowsky,

Taffe, Gutkin, & Wise, 1994; Worthington, Soth-McNett, & Moreno, 2007), no empirical

studies to date account for the mitigating effects of multicultural resistance. As a result, a

potential risk of resistance within multicultural training is that it may significantly impede

the change process that is encouraged within the training environment. Furthermore,

there have been no empirical studies that solely assess multicultural resistance or, specify

methods that are effective at reducing the resistance, and few that offer evidence-based

interventions that facilitate attitudinal change. To help generate such research, a measure

of multicultural training reactance is necessary. The goal of this study is to develop such

a measure.

Research Questions

Identifying the psychometric properties of the CL-MTRS and testing its theoretical

basis is the main focus of this study. Consequently, the following research questions will

be addressed:

1. Is the CL-MTRS a reliable measure of multicultural training reactance?

2. What is the factor structure of the CL-MTRS?

3. Does the CL-MTRS show evidence of construct validity?

   a. *Convergent Validity*: What is the relationship between multicultural
      training reactance, measured by the CL-MTRS, and psychological
      reactance, measured by the Therapeutic Reactance Scale (TRS; Dowd et
      al., 1991)?

   b. *Convergent Validity*: What is the relationship between multicultural
      training reactance, measured by the CL-MTRS, and cultural identity,

measured by the Self-Identity Inventory (SII; Sevig, Highlen, & Adams, 2000)?

    c. *Divergent Validity:* What is the relationship between multicultural training reactance, measured by the CL-MTRS, and socially desirable responding as measured by the Marlowe-Crowne Short Form C (M-C Form C; Reynolds, 1982)?

4. What is the description of CL-MTRS scores across participants' age, gender, ethnicity, and perception of multicultural training components (i.e., perceived effectiveness of instructor, influence of course content, and influence of course processes or assignments)?

Need for the Study

Although conceptual links have been made (e.g., Mio & Awakuni, 2000), this study will be the first to examine the application of psychological reactance theory to resistance within multicultural training. While there is literature describing strategies designed to manage resistance (e.g., Kim & Lyons, 2003; Mio & Barker-Hackett, 2003; Tromski & Dotson, 2003), researchers need a tool for pre-post measurement that can evaluate currently used strategies and class assignments intended to enhance students' multicultural competence which would be used for evidence-based practice. Such a measure not only would benefit the counselor education field, but training programs for other helping professionals (e.g., social work, psychology). Finally, an instrument assessing multicultural training reactance also could aid in diversity initiatives for non-

educational environments as well, such as corporations, government agencies, or non-profit organizations.

Definition of Terms

Diversity is defined by CACREP (2009) as a "distinctiveness and uniqueness among and between human beings" (p. 59).

Helping professional, for the purposes of this study, will refer to individuals who received training in the fields of counseling, psychology, and social work, and who conduct clinical practice with clients in relevant settings.

Multicultural is defined by CACREP (2009) as a "term denoting the diversity of racial, ethnic, and cultural heritage; socioeconomic status; age; gender; sexual orientation; and religious and spiritual beliefs, as well as physical, emotional, and mental abilities" (p. 60).

Multicultural Training Reactance, for the purposes of this study, is defined as a natural coping method, generated within a person's cognitive processes and is evidenced by affective and behavioral responses that consciously or unconsciously engage when the expectation for change within multicultural training challenges one's sense of willingness or readiness. These responses are mitigated by one's level of cultural identity, multicultural content, course facilitator, and the processes of learning implemented.

Multicultural training, for the purposes of this study, will refer to the delivery of instruction that addresses self-examination of biases and prejudices, presents culturally sensitive practices, and covers cultural-specific knowledge on diverse populations.

Psychological reactance, as derived from the work of Brehm (1966) and Brehm and Brehm (1981), refers to the protective response manifested within or by an individual intended to restore a freedom that has been threatened.

Reactance potential, as derived from the work of Brehm and Brehm (1981), refers to the intensity of reactance that is regulated by how important a freedom is to the individual and the significance of the threat to that freedom.

Training environment, for the purposes of this study, is defined as a setting (e.g., educational institution, counseling agency, etc.) where multicultural training is conducted.

Organization of the Study

This study is organized into five chapters. The first chapter has provided a brief introduction to the literature and the need for an assessment to measure of multicultural training reactance. The statement of the problem, purpose of the study, and the need for the study also are described.

Chapter II presents findings from a cross-disciplinary body of literature that focuses on the development of multicultural training. This includes an overview of the history, guidelines, and strategies within multicultural training. The chapter also addresses resistance, including theoretical explanations and a brief summary of instructors' experiences with student resistance. The theory of psychological reactance is examined and multicultural resistance is characterized. The chapter concludes with a new definition of multicultural training reactance.

Chapter III focuses on the methodology of the study. The procedures implemented during instrument development, pilot study, as well as sampling, data collection procedures, and data analysis for the main study are presented.

Chapter IV will describe findings of the research questions guiding the main study. Specifically, a description of participants and results from each analysis will be included.

The fifth, and final, chapter will present a discussion of the study findings. Limitations of the study will be addressed, as well as implications for counselor education and directions for future research.

CHAPTER II

LITERATURE REVIEW

Multiple theoretical orientations have been used to explain the concept of resistance within counseling, social work, and psychology literatures. Of the approaches proposed, very few address the prevalence of resistance within the multicultural training of helping professionals, particularly within counselor education programs. This gap in the literature warrants the need for developing a comprehensive definition of resistance in multicultural training as well as the establishment of evidence-based teaching strategies to address resistance once it emerges within the training environment. The following review will present findings from a cross-disciplinary body of literature to provide an overview of multicultural training, resistance, and psychological reactance theory, and explore the construct of multicultural resistance. The latter portion of this chapter will present a new definition of multicultural resistance.

Historical Developments of Multicultural Training

Robinson and Morris (2000) provided an in depth overview of the historical context of training in multicultural counseling. In their literature review, they reported how, in the late 1960's and early 1970's, multicultural training emerged amidst the realization that prejudice and bias toward minority populations was rampant within the mental health service delivery system. This inequity of treatment called for helping professionals to assess if current interventions and treatments were appropriate for

culturally diverse clients and if majority counselors were imposing their own values and belief systems. Certain members within the American Psychological Association (APA) began to highlight not only the institutional racism within the mental health system, but also the lack of representation of people from minority groups within APA leadership. Hence, the Education and Training Committee of the APA's Division of Counseling Psychology developed a position paper (Sue et al., 1982) outlining eleven characteristics necessary for work with racial and ethnic minority clients. Deemed essential for counselor competence, these characteristics were derived from the following three dimensions: (a) attitudes/beliefs, (b) knowledge, and (c) skills. Additional committee recommendations for the accreditation of graduate programs were to include a separate course on racial/ethnic minority concerns, to integrate racial/ethnic minority issues across the current curriculum, and to expose students enrolled in practica and internship to racial/ethnic minority clients.

Ten years later, members of the Association for Non-White Concerns in Personnel and Guidance (ANWC) (now the Association for Multicultural Counseling and Development [AMCD]), a division of the American Association for Counseling and Development (AACD) (currently known as the American Counseling Association [ACA]), expanded the competencies delineated in the APA position paper (Sue et al., 1982) and the *Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations* (APA, 1991) to develop the *Multicultural Counseling Competencies and Standards* (MCCs) (Sue et al., 1992). The work of Sue et al. (1992) called the counseling profession to action through the adoption of the MCCs

for curriculum and accreditation criteria of counseling programs. The MCCs consisted of

the original three characteristics proposed by APA (Sue et al., 1982), termed *dimensions*

in this model, as well as three characteristics of "(a) counselor awareness of own

assumptions, values, and biases; (b) understanding the worldview of the culturally

different client; and (c) developing appropriate intervention strategies and techniques"

(Sue et al., 1992, p. 481). The nine areas within the MCCs 3 X 3 matrix generated

several competencies that describe "the attributes of a culturally skilled counselor" (Sue

et al., 1992, p. 483). Arredondo et al. (1996) acknowledged the achievements of previous

work regarding multicultural competencies (e.g., Sue et al., 1992); yet they admonished

the profession to adopt the MCCs within organizations, pointing out how significant

change is truly made at the institutional level. Additional developments made to the

MCCs included explanatory statements to provide clarification of each competency. This

revision also offered specific strategies and objectives, such as reading multicultural

literature and watching films, for counselors to address competency areas in need of

improvement. The MCCs emphasis on awareness, knowledge, and skills serves as the

current model for the design of multicultural training within counselor education.

The MCCs later were adapted for the practice of rehabilitation counselors. The

Multicultural Rehabilitation Competencies and Standards, developed by Middleton et al.

(2000), maintained the same 3 X 3 matrix of the original model (Arredondo et al., 1996;

Sue et al., 1992), provided explanatory statements of each competency, and

operationalized specific recommendations for improving areas of deficiency relevant to

work in the field of rehabilitation. Middleton et al. (2000) encouraged professional

organizations to conduct investigations into the multicultural training program curriculum and identify effective teaching strategies to foster the progress of culturally skilled rehabilitation counselors.

Similar to the MCCs, the *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* (APA, 2002) were developed to highlight the knowledge and skills psychologists need to work within a multicultural society. Guidelines were presented to address psychologists' attitudes and beliefs, sensitivity, and clinical skills regarding work with diverse populations within educational, clinical, research, and organizational settings (APA). Soon, other professional organizations in the helping professions (American Association of Marriage and Family Therapy [AAMFT], 2001; ACA, 2005; APA, 2002; National Association for Social Workers [NASW], 2007) set forth ethical standards for working with diverse populations to facilitate culturally sensitive practice and knowledge development. Accrediting bodies of educational programs for helping professionals (e.g., APA, 2007; Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2001; CACREP, 2009; Council on Rehabilitation Education [CORE], 2007; Council on Social Work Education [CSWE], 1998; 2008) also adopted training standards that addressed culture and diversity.

Guidelines for Multicultural Training

APA graduate programs first initiated accreditation standards regarding culture and diversity in 1983. CACREP followed suit ten years later by adopting similar standards. Nevertheless, programs continued to struggle with implementation of

CACREP guidelines and the ability to identify program characteristics that aligned with multicultural competencies and standards (as cited in Dinsmore & England, 1996). In an exploratory study of CACREP-accredited counselor education programs, Dinsmore and England (1996) utilized the developmental perspectives model of multicultural counseling training (D'Andrea & Daniels, 1991) to examine the status of program offerings in multiculturalism, to explore faculty training in culture and diversity issues, and to identify the ethnic representation of students and faculty. Findings indicated that progress was being made in program development, and that additional emphasis should be on the training of faculty in multicultural counseling and recruitment efforts to increase representation of African American and Hispanic faculty and students (Dinsmore & England).

Accreditation Standards

A current review of CACREP's curricular area of *Social and Cultural Diversity* outlines how accredited counselor education programs are to address multiculturalism within training. The curriculum emphasizes the following: (a) trends and concerns of diverse groups; (b) attitudes, beliefs and acculturative experiences; (c) theoretical frameworks of multicultural counseling, identity development, and social justice; (d) strategies for working with diverse groups; (e) counselors' role in developing cultural self-awareness; and (f) counselors' role in eliminating bias and prejudice. Furthermore, CACREP requires programs to integrate multicultural considerations throughout all core curricular areas (CACREP, 2009). Very similarly, rehabilitation counseling programs accredited by CORE focus on the same curricular areas outlined for CACREP programs

and also include requirements centered on medical, functional and environmental aspects of disability, as well as rehabilitation services and resources (CORE, 2007).

Likewise, the *Educational Policy 2.1.4* of CSWE's accreditation competencies for social work programs requires students to understand "how diversity characterizes and shapes the human experience and is critical to the formation of identity" (CSWE, 2008, p. 4). Also, the *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* were created to help define how psychologists should approach incorporating multicultural concepts within practice (APA, 2002). APA's accreditation standards for graduate psychology programs established *Domain D: Cultural and Individual Differences and Diversity* to ensure that training includes recruitment efforts that encourage diversity and promote a learning environment reflective of differences (APA, 2007). Incidentally, APA allows individual programs to decide how these goals will be achieved.

Review of the accreditation competencies and standards of the helping professions (i.e., APA, CACREP, and CSWE) indicate an alignment with the MCCs' framework. Despite arguments regarding their validity (e.g., Patterson, 2004; Weinrach & Thomas, 2002), the MCCs are currently the most prevalent framework used for designing multicultural training in counselor education. A main focus of training is on the attainment of a multicultural knowledge base or competency (Constantine, Hage, Kindaichi, & Bryant, 2007; Guanipa, 2003). Specifically, content should examine how multiple identities, included but not limited to race, class, and gender (Constantine, 2002), impact the client experience. Additional topics explore oppression (Coleman et

al., 1999; Constantine et al., 2007), privilege (Abrams & Gibson, 2007; Constantine et al., 2007), social justice (Constantine et al., 2007; CSWE, 1998), and exposure to multicultural research (Guanipa, 2003).

Summary of Guidelines for Multicultural Training

The course content in multicultural training, as with other curriculum in the helping professions, should frequently be evaluated to determine if the goals and objectives are being met. Accreditation (a) students' self-awareness, (b) students' ability to interact effectively and relate in cross-cultural situations, and (c) students' level of comfort and demonstration of skills when working with diverse populations (Abrams & Gibson, 2007). Moreover, learning environments should be a reflection of the populations with whom students will be working. Therefore, training should incorporate learning about other cultures within the actual cultural setting. For this reason, educators should consider nontraditional ways of teaching multicultural concepts (Constantine, 2002). In so doing, students are more likely to be impacted in a more meaningful way. These and other strategies and activities used in multicultural training are presented in the next section.

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Multicultural Training Strategies and Activities

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As our nation's cultural norms, values, and beliefs continue to transform, particularly within a global society, the need to revisit issues impacting multicultural training is clear. Subsequently, researchers have begun to explore exactly which training strategies are most effective in addressing emotional and cognitive aspects of learning (Coleman, Collings, & McDonald, 1999), developing cultural competence (Castillo,

Brossart, Reyes, Conoley, & Phoummarath, 2007; de Anda, 2007; Smith et al., 2006),

and identifying appropriate interventions that initiate change within students (Castillo et

al., 2007; Sammons & Speight, 2008). Additionally, how influential the time at which

students are exposed to multicultural content in their programs has been investigated

(Abrams & Gibson, 2007). The literature presented in this section includes published

works that emphasize training models and specific activities and assignments used within

coursework and fieldwork experiences.

Models of Multicultural Training

In their review of the psychological literature, Chae, Foley, and Chae (2006)

noted three ongoing models of multicultural training: (a) separate course including

didactic and experiential learning, (b) integration or infusion of multicultural content

across entire program curriculum, and (c) offerings of an area of concentration that allow

students to take specific multicultural coursework. The subject of the effectiveness of

multicultural training using a single course continues to be of concern. Some have made

the assertion that addressing multicultural issues only in a single course implies that these

concepts do not impact other areas of professional practice and sets unrealistic

expectations for significant growth within a short time frame (de Anda, 2007). Chae et

al. (2006) recommended that counseling programs utilize all three models to enhance

students' self-awareness and further aid in their preparation for work with diverse clients.

In a mixed methods study, Cornelius-White (2005) examined the application of a

person-centered approach (PCA) toward teaching 8 students enrolled in a multicultural

counseling course. This model encouraged student selection of topics rather than a

prescribed outline directed by the instructor. Using PCA, the instructor eliminated "required" assignments from the curriculum and students chose from a variety of activities and also selected the criteria by which they would be graded. Attention was given toward creating an atmosphere that reflected "the three attitudes: genuineness, empathy, and unconditional positive regard." (p. 228). Students completed a 31-item university course instruction assessment, the 22-item Counseling Training Program Multicultural Competency Checklist (Ponterotto et al., 1995), developed and shared "learning endeavors" for the course, and responded to outcome-oriented questions to capture qualitative data for the study. Results from the university assessment indicated that students rated the overall course and teaching in the 90th percentile; the program's commitment to multicultural competency was rated higher than average. Students fulfilled learning endeavors that required a high frequency of cross-cultural contact and documented the benefit of various aspects of PCA on their training in their question responses. Cornelius-White suggested that a benefit of PCA is that it allows teaching students at varied levels of comfort within multicultural training which can be effective at managing resistance. Although this approach shows promise for replication, considerations should be given toward managing the variability of students' curriculum choices with larger class sizes.

Tummala-Narra (2009) highlighted the importance of cultivating emotional insight within multicultural training. The author proposed that using a psychodynamic approach, including an interactive dialogue and normalization of resistant responses, toward teaching about race and ethnicity increases students' awareness of material which

is hidden in the unconscious. Presented in a vignette, Tummala-Nara illustrated how psychology doctoral students discussed a reading on White privilege which led to a White student questioning the relevance of the topic in her life. When students were extended an opportunity to reflect and respond to their peer's comments, they remained silent. As the silence continued, a White student commented on feeling uncomfortable, which led to an African American student sharing how difficult it was to hear people say that privilege does not exist. Shortly thereafter the dialogue changed focus and students began reflecting on other areas of social privilege in an effort to avoid feelings of discomfort. Although this example demonstrates how the students valued remaining a cohesive group over continuing a difficult dialogue, the relational patterns that emerged between the teacher and students were considered an important contributor towards the ability to tolerate difficult material regarding culture (Tummala-Nara, 2009).

In their conceptual work, Collins and Pieterse (2007) posited that the adoption of critical incident analysis based training (CIABT) could foster increased racial and cultural awareness of students and faculty alike. The authors described CIABT as an observable encounter of significance that is followed by a reflective examination. The analysis of the incident incorporates the following four elements: (a) acknowledgement—wherein someone identifies an occurrence that has created feelings of concern or uncertainty; (b) confrontation—where the circumstances regarding the incident are addressed and the internal dialogue of all parties are explored to reveal underlying affective responses to the incident; (c) reflection—wherein the discussion moves toward a broader understanding of the incident and relevant patterns of interactions, as well as an

exploration of alternative behavioral responses and reactions; and (d) commitment. The

final element of CIABT is the pledge to continue to strive towards understanding and

maintain a degree of openness to racial and cultural experiences. Although some degree

of risk-taking is necessary, the authors contended that the use of CIABT within

multicultural training could promote a safer environment to discuss race and culture

(Collins & Pieterse, 2007). CIABT is particularly unique due to the fact that its

usefulness transcends a single course, as indicated in the authors' recommendation of

program-wide implementation, and can be equally effective wherever issues of race and

culture arise (i.e., general core courses, group supervision, etc.). However, an empirical

examination of CIABT within multicultural training would provide a better indication of

the model's effectiveness. Specifically, the authors recommended that further

investigations consist of participatory research as it "is consistent with the values of

CIABT and could illuminate how this and other experientially driven training models can

be successfully implemented" (p. 22).

Aside from traditional classes on culture and diversity, course offerings in

specialized concentrations are becoming more prevalent within counselor education (e.g.,

Pearson, 2003; Pieterse, 2009). Pearson (2003) presented an overview of a seminar on

counseling sexual minority clients, which covered topics regarding sexuality, sexual

identity, the process of coming out, and internalized homophobia. One strategy in the

course included the use of popular songs to capture the experience of lesbian, gay, and

bisexual individuals. Students were given a handout and instructed to document their

reactions to the songs after it played. After one song, students verbalized experiencing

many emotions such as guilt, sorrow, and fear. Another song elicited a student response

that questioned why a person would want to flaunt being gay. These and other comments

like it were explored which led students to relate their discussion back to what they

learned from sexual identity development models. Descriptive findings from students'

pre- and post-seminar evaluations demonstrated an increase in mean ratings of their

knowledge, interest, and attitudes regarding working with sexual minority clients.

Pieterse (2009) developed an antiracism course based on the premise that

education should be transformative and liberating to encourage students of color to share

their experiences with racism without shouldering the burden of teaching their white

counterparts. This descriptive review delineated how Pieterse focused the course design

on the appreciation of the racial and ethnic background of all students. In order to manage

potential barriers to teaching the antiracism course, Pieterse used the following five

concepts as a framework to prevent or reduce the occurrence of student resistance:

constructivism, knowledge and scholarship, reflective learning, systemic focus, and

process. Constructivism represents how people respond to events based on their

perceptions and the meaning attributed to their experience. Therefore, students'

experiences were valued equally rather than dismissed due to others' interpretation.

Knowledge and scholarship refers to the importance of students acknowledging the

existence of racism. Hence, debating the topic of racism was not the focus of the course.

Students were encouraged to explore their understanding of racism at the individual,

group, and societal levels. Reflective learning encourages students to explore how they

have participated in racism as well as have been affected by its effects. Students

discussed these experiences in small groups. Exploring racism beyond personal events

such as within organizational frameworks challenged students to apply a systemic focus

to their antiracism training. Using a process-oriented approach enabled students to

explore emotional reactions to the course and seek to understand them. Pieterse

contended that reactions of defensiveness and anger are typical within dialogues on

racism and should not be suppressed but used to inform instruction. Hence, the

availability of specialized courses would provide an opportunity for students to tailor

their personal growth and development based on their individual needs. Student reports

of positive outcomes from the course included an "increase in knowledge about racism, a

beginning understanding of self as a racial being, a desire to implement social change,

and a sense of having experienced personal growth" (p. 148).

One method for encouraging change beyond the individual level was presented by

Zalaquett, Foley, Tillotson, Dinsmore, and Hof (2008). The authors, along with

representatives from six counselor education programs and their respective colleges of

education, organized an initiative designed to foster institutional change regarding

multicultural and social justice issues within education and counseling. This initiative

included a tour of each institution where faculty, along with administrators and students,

participated in lectures, presentations, and group discussions focused on creating action

plans, improvements to curriculum, and problem-solving methods. Semi-structured

interviews obtained participants' perceptions about the impact of the multicultural

training they received on each tour. Findings indicated that faculty intended to increase

their attention to multicultural and social justice issues within their classes by adding

specific projects in their course assignments and committing to develop new classes to address multiculturalism and social justice in greater detail. Moreover, one faculty member reported that students from the dominant racial/cultural group felt the tour validated their feelings of anxiety about multicultural and social justice issues and "helped these students better understand their own biases in dealing with these issues" (Zalaquett et al., 2008, p. 327). Another faculty member reported that "as a result of increased awareness promoted by the tour, multicultural issues are now a standing agenda item at faculty meetings" (p. 327). Clearly, the concerted effort to address issues of culture and diversity at all university levels serve as an effective way to promote and maintain change.

Smith et al. (2006) conducted a meta-analysis of studies on multicultural education outcomes (e.g., multicultural counseling competence, racial identity, racial prejudice, and client-counselor relationship) within counseling and counseling psychology to identify characteristics that explained outcome variations. They concluded that training interventions (e.g., microskills training, racial identity development models) supported by current theory and research were twice as likely to result in positive outcomes as those that were not. Smith and colleagues were unable to determine what participant characteristics, such as race/ethnicity and gender, influenced the magnitude of study outcomes. Interestingly, there was no mention of the studies in the meta-analysis accounting for the influence of resistance within multicultural training. It is presumed that participants' multicultural resistance would have had a major moderating effect on

study outcomes, which could explain the differences in how participants responded to training interventions.

Strategies and Activities

Instructors should incorporate didactic, experiential, and reflective teaching strategies (Chae et al., 2006; Sammons & Speight, 2008) to account for the fact that students entering a counseling program have varied backgrounds (Sammons & Speight, 2008), which may in turn influence the learning process within multicultural training.

Specific didactic assignments generally included in multicultural training courses are journal writing (Guanipa, 2003; Hall & Theriot, 2007), reaction papers, (Hall & Theriot, 2007; Mio & Barker-Hackett, 2003), storytelling (Sommer et al., 2009), presentations (Hall & Theriot, 2007; Guanipa, 2003; Mama, 2001), and reviewing cultural readings and films (Abrams & Gibson, 2007; Guanipa, 2003; Mama, 2001; Villalba & Redmond, 2008). Additional objectives of training in multicultural courses are for students to explore and develop their cultural selves (Guanipa, 2003) by tracing their biographical origins (Abrams & Gibson, 2007; Arredondo & Arciniega, 2001) and sharing culinary dishes reflecting their individual cultural traditions with other classmates (Mama, 2001).

In an effort to help counselor educators improve competency-based teaching, Arredondo and Arciniega (2001) offered class assignments and strategies that corresponded with competencies across all domain levels of the MCCs. Specifically, to address the *Knowledge* competency area within the domain, *Counselor Awareness of Own Cultural Values and Biases,* Arredondo and Arciniega recommended showing

students the film *The Color of Fear* (Wah, 1994). It was anticipated that through

applying these strategies students would develop emotional competence and learn how to

engage in difficult dialogues on race and culture (Arredondo & Arciniega, 2001).

Priester et al. (2008) conducted a content analysis of 64 syllabi from introductory

multicultural counseling courses in counselor education. The five most frequently used

teaching strategies cited in the analysis were journal writing (56%), a cultural self-

examination paper (42%), a reaction paper to a book or film (35%), attendance at a

cultural event where the student was the minority (34%), a presentation on a cultural

group (33%), and an interview of a person belonging to a different cultural group than the

student (31%). Priester and colleagues (2008) drew comparisons from the therapeutic

process and noted that student changes that occur within training may have less to do

with specific interventions and more to do with the actual learning environment created

by the instructor. Thus, shifting the research focus to relational issues and the teaching

alliance within multicultural training was encouraged.

Personal growth groups (Rowell & Benshoff, 2008), interactive drama (Tromski

& Dotson, 2003), immersion trips (Kim & Lyons, 2003), service learning projects

(Abrams & Gibson, 2007), and attendance at cultural events are some ways that

educators have integrated experiential activities within multicultural training.

Multicultural simulations, role plays (Dickson, Jepsen, & Barbee, 2008; Seto, Young,

Becker, & Kiselica, 2006), and interviews of a person from a different cultural

background than the student are also common strategies cited in the literature (Pieterse,

2009; Priester et al., 2008). Kim and Lyons (2003) described how experiential activities,

such as games and simulations, facilitate students' competency development across the MCC dimensions of attitudes/beliefs, knowledge, and skills. One example proposed was adapted from the childhood game *Mother, May I*, and is called *Step Forward, Step Back.* This game instructs students to stand in a line and move forward and/or backward based on privileges ascribed by society. At the conclusion of the game students are able to observe those that are closer to the finish line and reflect on how the activity relates to real-world situations. As such, the activity highlights students' attitudes/beliefs about societal advantages and disadvantages that exist due to membership within certain cultural groups.

Recently, research on the impact of current training strategies has increased in the literature (Roysircar, Gard, Hubbell, & Ortega, 2005; Sammons & Speight, 2008) as well as the examination of student experiences within training (Dickson & Jepsen, 2007; Dickson et al., 2008; Dickson, Argus-Calvo, & Tafoya, 2010; Watt et al., 2009). In their 3-year study, Roysircar et al. (2005) examined the multicultural awareness of 67 master's and doctoral level counseling psychology trainees enrolled in a multicultural counseling course through a content analysis of written reflections from their experiences mentoring sixth-grade English as a Second Language (ESL) students. Each ESL student was offered 10 mentoring sessions with a trainee. Connection/closeness and disconnection/ distance were themes derived from the content analysis. The trainees' perspectives, the interpersonal dynamics in working with ESL students, and their learning challenges were represented by the connection/closeness theme. Conversely, the theme of disconnection/ distance related to more fixed criteria such as language barriers and the non-clinical

setting. Results from the investigation revealed significant course pre-post differences in connection/closeness and disconnection/distance, which indicated better outcomes with longer training (e.g., between sessions 1 and 6) (Rosysircar et al., 2005). In addition, students' scores on the Multicultural Counseling Inventory (MCI; Sodowsky, 1996), Multicultural Social Desirability Scale (MCSD; Sodowsky, Kuo-Jackson, Richardson, & Corey, 1998), and the Pseudo-Independence and Autonomy subscales of the White Racial Identity Attitude Scale (WRIAS; Helms, 1990) were correlated with the two themes, connection/closeness and disconnection/distance. Results indicated that the connection/closeness theme was moderately correlated with MCI ($r = .50$, p < .01) and WRIAS ($r = .44$, p < .01) while MCI and WRIAS scores were moderately correlated ($r = .55$, p < .01). Subsequently, these findings suggest there is a relationship between the maturity of the trainees' racial identity status, perceived multicultural competence, and their interpersonal experiences mentoring ESL students. Additionally, results indicated that attention to developing trainees' competence can also foster a positive and mature racial identity status.

Seto, Young, Becker, and Kiselica (2006) used the Triad Training Model (TTM; (Pedersen, 1994a, 1994b, 2000a, 2000b) in a quasi-experimental study to determine its impact on 12 master's and 2 doctoral counseling students' multicultural awareness, skills, knowledge, counselor empathy, and intolerance for ambiguity within a multicultural counseling course. TTM is described as a cross-cultural experiential activity, or role play, that illustrates client internal dialogue through individuals acting out different roles (i.e., *client*, *counselor*, *procounselor*, and *anticounselor*). Traditional teaching methods

were infused into the course along with six weeks dedicated to the preparation, practice, and reflection of TTM. Findings indicated moderate support for the efficacy of TTM in that significant change was found in students' knowledge and skills; however, no significant change was evident for multicultural awareness, empathy, or intolerance for ambiguity. Seto et al. (2006) attributed the results to the challenges of accurately measuring the construct of empathy due to its multidimensional characteristics (i.e., encompasses cognitive and affective components).

Rowell and Benshoff (2008) investigated the influence of a personal growth group (PGG), a regularly scheduled gathering of students to discuss and challenge personal notions regarding culture within multicultural counseling courses, on ethnic identity. They administered the 15-item Multigroup Ethnic Identity Measure (MEIM; Phinney, 1992) and the 32-item Group Counseling Helpful Impacts Scale (GCHIS; Kivlighan, Multon, & Brossart, 1996) to a sample of 183 master's level counselor education students from 13 counselor education programs and found that participation in PGGs increased ethnic identity. Additional results indicated that the age of students and the number of credit hours completed within counselor education significantly predicted ethnic identity development. It was posited that the amount of life experiences that older students possessed contributed to their greater understanding of cultural issues, hence their stronger ethnic identity scores. Researchers surmised that ethnicity and gender were not found to be significant predictors of ethnic identity in this study due to high representation of women (81%) and White students (79%) within the sample. Results indicated that integrating PGGs within multicultural training provide instructors with a

useful tool to facilitate students' growth and development in understanding themselves as cultural beings, as well as their potential clients.

In a qualitative investigation using critical incidents technique (CIT), Sammons and Speight (2008) explored the personal changes of 124 master's and doctoral students enrolled in a counseling or psychology program after participating in multicultural counseling classes. Results revealed that students' knowledge, self-awareness, attitudes, and behavior changed as a result of the course and there were no significant differences between white and non-white student responses. Students provided a total of 222 responses generated from the question, "What specific course elements do students link to these changes?" (p. 818). This yielded an average of 1.85 responses and a mode of 1 response, indicating students' clear recognition of what created their personal changes. Specifically, 34% of students reported that change was brought about by interactive activities (e.g., class conversations, role-plays, experiential activities, and clinical activities). Thirty-two percent of students reported that change was brought about by didactic activities (readings, videos/films, presentations/lectures, research, and exposure to the culturally different). Fifteen percent reported the entire course had an impact on student change, while 11% reported how change was brought about by the instructor. Eight percent of students attributed their change to reflective activities (weekly journals, writing assignments, and personal introspection). Interestingly, interactive and didactic teaching strategies were generally equal influences on student change, suggesting that either can lead to the same desired training outcome.

Upon reviewing the counseling and counseling psychology literature on training

outcomes of a single multicultural course, Malott (2010) critiqued empirical studies and

provided recommendations for training. Of the nine articles identified for review, six

represented quantitative studies, two were mixed methods, and one was a qualitative

study. The review of quantitative studies revealed that investigations primarily centered

on assessing multicultural competencies, while also examining other components such as

racial attitudes, racial identity, empathy, and intolerance of ambiguity. Strategies used

within these investigations included "lectures, videotapes, guest speakers, and

experiential exercises" (p. 52) as well as "discussion, reflection, and course readings" (p.

54). Findings from the qualitative investigation indicated that students perceived that

experiential activities and guest speakers as the most meaningful instructional activity

within the multicultural course. One mixed method study revealed an increase in

students' multicultural competence and White racial identity after using didactic and

experiential strategies within training. Using Guided Inquiry (GI), a semi-structured

question format, results indicated that student change was attributed to exposure to

diverse persons, readings, lectures, videos, and the differing views peers expressed within

classes. Another study, utilizing both quantitative and qualitative analysis, examined

students' perceptions of their training program's application of multicultural

competencies. Class discussions were used to heighten students' awareness of their

culture and biases, and students reported that exposure to racially/ethnically diverse

persons benefited their training experience. However, students also indicated that some

course readings reinforced stereotypes of cultural groups. In their evaluation of the

program's adherence to multicultural competencies, students reported that 16 out of 22 competencies were met. Malott (2010) urged caution in attempting to implement or replicate the findings due to limitations regarding small sample sizes, racial homogeneity of sample, use of self-report measures, questionable instrument reliability, and difficulty in determining which strategy was attributed as the source of change.

Internship and Fieldwork

The development of culturally sensitive clinical skills is an especially important objective of multicultural training (Guanipa, 2003). Many of these skills can be cultivated through hands-on experience with culturally diverse populations. Field experiences and internships emphasizing work with culturally diverse clients enhance this aspect of students' multicultural training. Magyar-Moe et al. (2005) examined perceptions of the amount and type of multicultural training experiences pre-doctoral psychology students received during their internship as well as the perceptions of their counseling center training directors. In the field of psychology, the internship/clinical fieldwork emphasis selected by the intern (e.g., an inpatient psychiatric hospital serving adults diagnosed with mood and anxiety disorders), is referred to as a rotation. Survey results indicated a discrepancy in the amount of hours that interns spent in their multicultural therapy rotations and also revealed inconsistencies in the criteria that designated a site having a major or minor rotation. Specifically, interns and training directors with minor rotations reported slightly higher average hours on multicultural training issues than did those involved in major rotations. Moreover, interns reported fewer average hours were devoted to therapeutic multicultural issues than did training

directors, regardless of rotation. Additionally, the type of rotation (major or minor) offerings reported by some training directors differed from that which was listed in the Association of Psychology Postdoctoral Internship Centers' (APPIC) directory. The researchers recommended that internship programs be required to devote a pre-established amount of hours to multicultural and diversity issues, designate staff as mentors for students, and provide a certain number of programs, committees, and outreach activities focused on multicultural issues. Lastly, Magyar-Moe and colleagues (2005) suggest that sites with higher percentages of ethnic minority clients be specified. Although the multicultural rotations in this study were focused on racial and ethnic minorities, there are implications for the integration of other cultural groups (i.e., refugee and/or gay, lesbian, bisexual, or transgender populations) within fieldwork settings.

Supervision of fieldwork experiences is an essential component when training students to work with diverse populations. Lassiter, Napolitano, Culbreth, and Ng (2008) proposed a model, adapted from Borders' (1991) Structured Peer Group Supervision (SPGS) format, of peer group supervision designed to increase multicultural competency. The three phases of Borders' model include the following: (a) introduction of client issues, relationship between client and counselor, and other information relevant to the session tape participants will hear; (b) role assignment and presentation wherein individuals are asked to represent the perspective of the counselor, client, significant other, counseling process, nonverbal behaviors, or a specific theory; the supervisee presenting will then be asked to play a segment of the tape; and (c) feedback and discussion, allowing for peers to provide their observations and ask questions according

to their assigned role. Demonstrating an adaptation of the SPGS model using case presentations, Lassiter and colleagues' (2008) introduced the addition of a multicultural-intensive role and an increase in the supervisor's emphasis on multicultural content. The member role using the multicultural-intensive perspective would view client cases within a cultural context (i.e., race, gender, sexual orientation, etc.) by pointing out issues of power, privilege, and oppression that might arise within the counseling relationship. In terms of the additional responsibilities of the supervisor, each supervisee's cultural context should be taken into account. The supervisor also should set peer group expectations for a reflective process focused on multicultural content. In structuring the group, the supervisor should strive to create diversity within peers groups, facilitate a safe dialogue of multicultural issues, and implement developmentally appropriate interventions to increase the multicultural competency of the group. Although this was not an empirical study, there are indications that process groups regarding multicultural issues (e.g., Rowell & Benshoff, 2008) have a significant impact on student experiences. As such, considerable attention to the facilitation of multicultural content within supervision groups is warranted.

In a qualitative investigation, Sommer, Derrick, Bourgeois, Ingene, Yang, and Justice (2009) used storytelling as a strategy to enhance multicultural understanding and process cultural differences and commonalities. Three fairytales were selected and participants were divided into three groups so they could be read a different story. A discussion was facilitated after the reading of the story and later all groups came back together to discuss the process in a broader sense. Questions guiding the discussion

centered on (a) how similar and/or different participants viewed themselves compared to the story's main character; (b) the story's implications of gender and family roles; (c) common and unique cultural elements found in the story; and (d) participants' perceptions how of the story's examination within supervision might increase multicultural awareness. Findings suggested that participants, who remained undefined by the authors, found story-telling to be helpful in improving their listening as well as increasing their ability to relate to the characters. Furthermore, the use of stories also helped teach values. The authors contended that storytelling is beneficial in that it exposes students to different cultural values and norms; it creates a safe place to address topics that are difficult, and can be done within individual and group supervision. It also can be assumed that strategies that help students feel a sense of understanding and empathy for those different from themselves, such as those in storytelling, would also generate multicultural awareness and sensitivity.

Summary of Multicultural Training Strategies and Activities

In sum, counselor education programs would do well to infuse cultural and diversity issues within their entire curriculum, and offer stand-alone multicultural counseling courses as well as special topics courses in multicultural issues (i.e., immigrant and refugee and/or transgender populations). Course design and training processes are as important as the strategies used within the classroom. Therefore, programs should strive to create a training atmosphere conducive to students' multicultural competency development, including ample exposure to diverse cultural groups, use of interactive and experiential activities, and a safe space for open dialogue.

Instructors' Experiences of Student Resistance

Student resistance has become a challenge for educators teaching concepts of multiculturalism and diversity. These instructors have encountered intense student emotions (Coleman, Collings, & McDonald, 1999; de Anda, 2007; Mio & Barker-Hackett, 2003; Sue, Torino, Capodilupo, Rivera, & Lin, 2009), observed a variety of reactions (Coleman et al., 1999; Jackson, 1999; Constantine, Melincoff, Barakett, Torino, & Warren, 2004; Tummala-Narra, 2009; Watt et al., 2009), considered implications of their own influence (de Anda, 2007; Sue et al., 2009; Tummala-Narra, 2009), recognized the importance of a safe training environment (de Anda, 2007; Jackson, 1999; Sue et al., 2009), used self-disclosure (de Anda, 2007; Sue et al., 2009; Tummala-Narra, 2009), sought meaning for reactions (Helms et al., 2003; Tummala-Narra, 2009), and acknowledged the benefits of classroom diversity (Coleman et al., 1999; de Anda, 2007). Based on a review of the counseling, psychology, social work, and education literature, a summary of instructors' experiences of resistance within multicultural training is presented.

Emotionality within Training

Instructors witness first-hand how intense emotions emerge when teaching students about culture and diversity. According to Coleman et al. (1999), emotions ranged from hugs and tears to angry explosions. Coleman and colleagues attributed the powerful reactions of black students to their progressing identity development, and that of white students to the need to challenge their privileged status. Though specific details were not provided, the instructors' statements demonstrated that over time they learned

better ways of handling emotionally-charged content: "We developed a capacity and expertise to deal empoweringly, constructively, and increasingly calmly and confidently with some very highly emotionally charged classroom dynamics" (p. 301). However, dealing with the outpouring of emotions is very challenging (Mio & Barker-Hackett, 2003). Therefore, it is imperative that instructors recognize that the emotions that generate resistant behaviors can be very intense and powerful. At the very least, instructors should be able to acknowledge these emotions and feelings as they occur (Sue et al., 2009).

Observations of Resistance

Instructors may feel a sense of dismissiveness by students and peers alike. One instructor reported feeling devalued when students suggested that she did not share similar experiences because she belonged to a different ethnic minority group (Tummala-Narra, 2009). Other instructors referenced a lack of support from their peers regarding their academic work (Constantine et al., 2004). Ultimately, different types of resistance should be anticipated and instructors should understand that they may become its target.

Influence of Instructor

The instructor's influence on training is very significant. Although the race of the instructor has been found to affect training (Sue et al., 2009), de Anda's (2007) reflections articulated many other influential factors. de Anda's observations throughout her many years of teaching courses on culture and diversity revealed how instructors who are bicultural, flexible in their teaching role, and skilled at linking classroom interactions

to course readings and activities will be most successful in impacting students' learning

experience.

   Bicultural. Similar to the experience of people of color, de Anda (2007) believed

that biculturalism is characterized by four components: (a) the individual has functioned

in more than one culture, (b) there are disparities between the cultures, (c) the bicultural

experience(s) occurred during the individual's formative years, and (d) the individual has

reflected actively on how the bicultural experience has shaped his/her life. Instructors

whose life history includes these components can model how living biculturally enhances

one's awareness and appreciation of differences in others.

   Role flexibility. de Anda (2007) went on to explain in her reflections how

instructors who are willing to be flexible in their role can influence the training process.

The instructor's role is by nature one that carries authority and power. Yet, there may be

times when students question or devalue the authority and power of the instructor

(Tummala-Narra, 2009). However, de Anda suggested that instructors who are willing to

listen to students' feelings and experiences will find that "learning in a cross-cultural

class cannot be all top-down, imported from the professor" (p. 146). Instructors may find

role flexibility difficult, as described in the reflections of another instructor: "My role as

the instructor feels challenging in these moments, as I try to negotiate my position as an

observer, guide, and participant" (Tummala-Narra, 2009, p. 330).

   Link interactions to curriculum. As previously discussed, emotions can soar

and students can exhibit resistance within training. However, when this occurs it is

important for the instructor to help students find links between the course material and

their own interactions (de Anda, 2007). Furthermore, de Anda admonished instructors not to expect students to make these connections on their own.

Based on the review of the literature (e.g., de Anda, 2007; Sue et al., 2009; Tummala-Narra, 2009), it is expected that the instructors' influence, particularly their cultural background, personal experiences, and teaching style, will significantly impact the level of students' resistance and how it presents within the classroom.

Safety within Training

Instructors have an obligation to create a safe place to dialogue about race (Sue et al., 2009) as well as other multicultural content. The atmosphere should be one in which students feel secure in sharing and questioning others openly without the fear of being viewed negatively by the instructor or their peers (de Anda, 2007). Jackson (1999) reported how she privately asked Black students to explain why they remained silent in a multicultural class and was informed that the students' were ridiculed and attacked when they discussed similar content in other classes. In this circumstance the resistant behavior of other students were allowed to go too far. Unfortunately, this behavior could become commonplace if instructors fail to prioritize the establishment of a safe training environment. Collins and Pieterse (2007), although they agreed with the importance of safety within training, offered an additional perspective. The authors suggested that a safe environment is created when students take risks, despite discomfort, by sharing their experiences in open discussions wherein issues on race and culture can be normalized.

Instructors' Use of Self-Disclosure

Similar to counseling, the use of self-disclosure can be an effective strategy in teaching courses on culture and diversity. These disclosures can include sharing personal challenges and fears (Sue et al., 2009), and what the instructor chooses to share can range in complexity and emotion; however, it will most certainly involve risk-taking (de Anda, 2007). Tummala-Narra (2009) discussed how she shared a personal experience to help students explore what influenced their decisions to talk about racism with clients by stating, "there are times when I would like to be asked about my racial and ethnic background, and experiences of racism" (pp. 330-331). This disclosure led other ethnic minority students to express their agreement regarding the significant impact racism had on their lives. de Anda (2007) emphasized that instructors can model the process of sharing experiences for the benefit of students by following three criteria: (a) directly link disclosures to specific content that is currently being covered, (b) make disclosures brief in order to minimize focus on the instructor, and (c) invite others to share similar experiences immediately after the instructor's disclosure in order for students to recognize the commonalities and differences between one another. Utilizing self-disclosure for highlighting difficult cultural exchanges can normalize challenges or resistant behavior of the student. In so doing, it is hoped that this will foster greater cultural awareness and a reduction or elimination of resistance.

Making Meaning of Resistance

After witnessing resistant behavior within training, instructors often attempt to gain a better understanding of their encounters. This search for meaning has led some to

believe that the variation in student behaviors is due to their different levels of

cultural/racial awareness (Guanipa, 2003; Helms et al., 2003) and cultural identity

(Arredondo, 2003). Others view the students' reactions through a developmental lens

and as a result of different life histories that affect feelings about racism and the degree to

which one chooses to discuss them in class (Tummala-Narra, 2009). Watt and colleagues

(2009) conducted a 3-year study investigation of resistant reactions of students enrolled

in a multicultural course taught by the first author. Their examination of student papers

on cultural identity and course content and processes indicated that most all students'

resistant responses were representative of denial, deflection, rationalization, or

benevolence (i.e., excessive charitable attitude), which are discussed more fully in a

subsequent section on Multicultural Resistance. Instructors attempt to make meaning

from resistant behaviors even outside of the classroom, in so much that instructors of

color have reported encountering institutional racism when promoting the importance of

teaching on culture and diversity (Helms et al., 2003).

Benefits of Classroom Diversity

The importance of having a diverse class in multicultural courses cannot be

overstated. Classroom diversity enhances the learning experience and if it is absent

results in a missed opportunity for students and also contradicts the multicultural

principles grounded in the course (de Anda, 2007). Coleman et al. (1999) reported that in

their classes with only white students there was a disadvantage due to the lack of

diversity. In de Anda's (2007) reflections, she discussed how course readings, videos,

and guest speakers are unable to match the effectiveness of an ethnically/culturally

diverse class that listens and interacts with one another. This diversity gave way to rich encounters such as when "students from different Asian populations (Chinese, Japanese, Korean) approach each other for the first time to explore their commonalities and differences" (p. 150). Students' lack of awareness (i.e., ignorance) about the culturally different can explain why some are initially resistant within training (Constantine et al., 2004). Hence, opportunities for prolonged exposure to diverse persons within multicultural training, in addition to the curriculum focused on multicultural knowledge, awareness, and skills, may result in a change in resistant behavior.

Summary of Instructors' Experience of Student Resistance

As highlighted above, the instructor has a vital role in dealing with student resistance. As such, it is anticipated that the instructor will have a significant impact on the intensity of resistance presented and the manner in which it is manifested within the training environment. Due to the need for research focused on finding appropriate strategies to manage resistance within multicultural training (Helms et al., 2003; Young & Tran, 2001), a review of literature exploring the construct of resistance follows.

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Resistance

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Resistance has been defined as any client behavior that exhibits reluctance, or overt or covert opposition on the part of the client towards the counselor, counseling process, or the counselor's agenda (Bischoff & Tracey, 1995). Corey (2009) defined resistance as "anything that works against the progress of therapy and prevents the client from producing previously unconscious material" (p. 76). Although these two definitions present a good starting place for identifying resistance, they are broad descriptions and

only account for client populations as the conduit of resistance. In contrast, Liddle (1986) described resistance as a coping behavior that hinders learning and takes an active/passive and blatant/discrete form. This definition broadens our understanding of resistance, and moves it beyond the notion of a maladaptive process solely restricted to client behavior.

The underlying theme amongst the different definitions offered is that resistance will take many forms and should be anticipated in circumstances where the primary expectation is for people to gain insight into their human condition, make changes, or accept new and unfamiliar concepts.

Theoretical Explanations for Resistance

Psychoanalytic theory and resistance. The psychoanalytic approach stresses insight into unconscious motivations, transference, and countertransference (Corey, 2009). The theory posits that client resistance is caused by an individual's repression of memories or insights in an effort to prevent an increase in anxiety (Romig & Gruenke, 1991). The reaction of controlling one's anxiety is said to be an unconscious attempt to avoid the pain that repression has covered for so long (Otani, 1989). Freud, the creator of the psychoanalytic approach, viewed this avoidance as an innate protection and natural defense against the client's overwhelming emotional pain (Cowan & Presbury, 2000). The defense mechanisms exhibited are distortions of reality that help the individual cope with anxiety (Corey, 2009). Thus, the client's counselor should view the issues that incite this defensiveness as an indicator of the therapeutic work that needs to be accomplished and begin a thorough analysis of the client's resistance. By doing so,

clients will be able to gain personal insight into what they were repressing and denying.

Within the psychoanalytic framework, clients' resistance can be both situation-specific

and due to a natural predisposition (Beutler, Moleiro, & Talebi, 2002). Although this

theory infers that resistance is an inappropriate and unproductive reaction of the client, it

is reported that Freud later believed resistance to be a necessary process within

counseling (Cowan & Presbury, 2000).

      Theory of individual psychology and resistance. The basic assumptions of the

theory of individual psychology are that people are social by nature and are inherently

dependent on others for their needs. Additionally, individuals strive for goals in attempts

to reach a certain fulfillment in the society in which they live. Yet, this goal striving is

sometimes exhibited by behaviors driven by the unconscious (Sweeney, 1997). The

concept that unconsciously drives behaviors toward achieving certain goals is known as

private logic. Resistance occurs once an individual's private logic is threatened (Nystul,

2001). Thus, an implication of the theory is that resistant behavior is in essence the

client's response geared towards preserving his or her beliefs about self, others, and

society.

      Gestalt therapy and resistance. The Gestalt approach focuses on awareness and

contact (interactions) with self and others through the senses, bodily sensations, and

emotional feelings (Corey, 2009). Gestalt theorists assume that individuals strive to

become a whole person through the integration of how they think, feel, and behave

(Corey). Similar to the psychoanalytic theory's concept of defense mechanisms, Gestalt

theorists posit that when there are contact disturbances, resistant behavior will occur

(Corey). This behavior is caused by the need to avoid unpleasant or dangerous feelings (Beutler et al., 2002) and is manifested in order to cope with life (Corey). As such, resistance can be both a positive and problematic factor in clients' lives (Corey).

Behavior therapy and resistance. Converse to psychodynamic theorists, behaviorists believe resistance is due to a lack of knowledge or skill, a negative expectation of counseling outcomes, and/or certain undesirable environmental conditions (Otani, 1989). Simply put, behavioral theorists view resistance as client non-compliance, which usually is characterized by clients' refusal to complete certain tasks or assignments (Beutler et al., 2002; Otani, 1989). Therapeutic goals are not concerned with the meaning behind the noncompliance; rather emphasis is placed on assessment and management of the contributing factors of resistance (Otani, 1989).

Cognitive theory and resistance. Threats to how individuals understand their world result in their protection of their own construction of reality. This is the central stance in how cognitive theorists view resistance (Cowan & Presbury, 2000). Cognitive schema or meaning-making factors within each individual help to organize and predict how to maneuver within this world; however, the counseling process often intentionally disrupts this process. Resistance will occur naturally in response to such a disruption. Furthermore, resistance is considered a trait-like response if it is exhibited in an effort to maintain the meaning-making factors that were previously reinforced by the environment; however, it is deemed to be a state-like quality if it is due to a specific situation or action of the counselor (Beutler et al., 2002). It is suggested that it is not the pathology of a person that produces resistance, but change itself (Cowan & Presbury,

2000). Mahoney contended (as cited in Cowan & Presbury, 2000) that before people embrace new experiences or ideology they should be encouraged to use healthy caution. This sentiment suggests that, because resistance serves a purpose, counselors should recognize how it benefits the individual.

Existential theory and resistance. Using an existential lens, resistance is viewed as an impediment to awareness or openness to a person's own threatening condition (Cowan & Presbury, 2000). Subsequently, this lack of awareness makes an individual vulnerable to others. However, much like cognitive theorists, existentialists believe that in order for clients to feel stable and secure in the world, resistance is used to hinder potential threatening insights that may emerge within the therapeutic process (Bugental & McBeath, 1995).

Interpersonal/social theory and resistance. According to interpersonal/social theory, resistance is due to the interpersonal struggle within the therapeutic relationship. This is demonstrated in the client's non-recognition or non-acceptance of the counselor's power and influence (Otani, 1989). This refusal to accept the counselor's power has tremendous implications in the struggle for control within counseling sessions. The interpersonal struggle may be that clients are fearful of losing control and becoming dependent on the counselor or that the client's freedom of choice has been limited (Romig & Gruenke, 1991). Studies of interactions within the therapeutic process (e.g., Gillespie, 1951; Mahalik, 1994; Patterson & Forgatch, 1985) have indicated that as counselor directiveness increases, client resistance increases as well.

Psychological reactance theory and resistance. Similarities can be drawn between resistance and psychological reactance, which will be discussed more fully in the following section. People who have high reactance potential fight attempts to constrain their behavior. Conversely, people with low reactance potential are not disturbed when others are directive or impose a structure upon them (Tracey, Ellickson, & Sherry, 1989). Thus, there may be an upper and lower threshold where resistance is a positive factor in counseling (Bischoff & Tracey, 1995). For this reason, it is understood that it may be more challenging to facilitate growth and change and to stimulate awareness for people who fall outside the thresholds.

Otani (1989) developed a taxonomy that categorized 22 commonly observed resistant behaviors of clients within counseling. The taxonomy included the following four categories of client resistance: Category (A) Response quantity resistance refers to the amount of information clients share as well as the use of silence; Category (B) Response content resistance indicates that clients will share limited information; Category (C) Response style resistance is characterized by denial and avoidant behavior; and Category (D) Logistic management resistance refers to inconsiderate behavior, such as poor appointment keeping or asking for favors, that violate policies and rules. Regardless of the variations in theoretical models of client resistance, Otani (1989) contended that resistance consistently manifests similarly despite the theoretical counseling orientation.

With the exception of behavioral theorists, most counseling theorists suggest that clients' resistance is brought about due to a perceived threat (Cowan & Presbury, 2000;

Otani, 1989; Romig & Gruenke, 1991). In essence, resistance emerges when clients feel

vulnerable. There may be many different explanations for how the threat occurs;

however, the implication is that, if not managed appropriately, resistance can stand

between a client and the realization of his or her goals. It also is assumed that there will

be instances in which a client's resistance is simply due to lack of training and knowledge

(Otani, 1989). In this instance, the counselor's job is to re-educate clients so they can

obtain fulfillment. What is also known is that resistance can be both a state and a trait

construct that can impede the effectiveness of treatment (Beutler et al., 2002).

Counseling Approaches Addressing Client Resistance

Based on the literature presented, it is apparent that resistance will most assuredly

be encountered within counseling. Subsequently, it is in the counselor's best interest to

become familiar with a few methods for addressing resistance (e.g., Beutler & Harwood,

2000, as cited in Beutler et al., 2002; Gold, 2008; Liotti, 1989).

Liotti (1989) proposed the following six strategies of addressing client resistance:

1. Disputing irrational beliefs.
2. Dealing with higher-order anxieties through appropriate techniques (coping, imagery, flooding, shame, attacking exercise, desensitization, etc.).
3. Making resort to paradoxical intention [i.e., subtly encouraging clients to violate instructions].
4. Educating the patient [i.e., client] with regard to the treatment's rationale.
5. Getting the patient [i.e., client] to gather prospective evidence against his [or her] cognitive blocks.
6. Preparing the patient [i.e., client] in advance for difficulties in the treatment. (p. 31)

Liotti's (1989) list of strategies is reflective of the cognitive and affective

manifestations of resistance and provides promising techniques for counselors to employ.

However, a potential contention with these strategies is that they are solely focused on the condition of the client and the work that he or she must accomplish in counseling. The model does not account for the characteristics of the counselor, the counseling relationship, or aspects of the counseling process.

Researchers have provided distinction between state and trait-like resistance, in that manifestations of state-like resistance are dependent on situations and the environment (Donnell, Thomas, & Buboltz, 2001; Orr-Brown & Seibert, 2007), whereas trait-like resistance refers to an enduring characteristic of the individual (Orr-Brown & Seibert, 2007; Seeman, Buboltz, Thomas, Soper, & Wilkinson, 2005). Beutler and Harwood (as cited in Beutler et al., 2002) offered the following recommendations for addressing state-like resistant behavior:

1. Acknowledgement and reflection of the patient's [i.e., client] concerns and anger
2. Discussion of the therapeutic relationship, and
3. Renegotiation of the therapeutic contract regarding goals and therapeutic roles (p. 215)

The cognitive and affective responses associated with resistance are emphasized in this approach similar to that of Liotti's (1989) strategies. However, these recommendations move beyond the notion that resistance is something that needs to be "fixed" and encourages processing the resistance with the client as it occurs. By allowing a negotiation of the counseling process, the client can be empowered with some degree of freedom of choice and enjoy a less restrictive counseling experience. Furthermore, exploration of the counseling relationship suggests that the counselor, as well as the

client, has a part in the occurrence of resistance. In expanding this approach, Beutler et al. (2002) recommended the use of paradoxical interventions for clients who are more predisposed to resistance. Responses associated with trait-like resistant can be addressed through discouraging hasty changes and encouraging violation of directives (Beutler et al., 2002).

Echoing the importance of negotiation in addressing resistance, Gold (2008) posited that resistance is due to "unmet client preferences regarding the roles and activities associated with the process of being helped" (p. 59). Gold's approach assumes that clients come to counseling with predefined life scripts that inform his or her expectations of the roles of a helper and the one being helped. For example, a client may expect her role to include listening and following directives while the counselor provides suggestions, advice, and solutions to problems. Gold's approach includes the following five recommendations for managing resistant clients:

1. Openly acknowledge, reflect, and normalize client resistance.
2. Assess the client's life scripts [exploring his or her expectations of] the roles of the person being helped and the helper.
3. On the basis of the client's preferred role [counselors should] integrate the client's preferred style of being helped with the counselor's preferred style of helping.
4. Assess, and if necessary, facilitate the development of skills that the client may need to develop or learn [e.g., assertiveness].
5. If deemed necessary [counselors should] discuss with the client whether it may be more beneficial to seek a referral to another helping professional. (pp. 62-63)

Similar to Beutler and Harwood's approach (as cited in Beutler et al., 2002), Gold's approach encourages processing resistance and exploring the counseling roles and

relationship; however, it also suggests that clients should be informed that their responses are a normal part of the counseling experience. The emphasis on client learning also is reflective of Liotti's (1989) list of strategies. Gold's approach takes things a step further by recognizing the possibility of facing an impasse in counseling. In so doing, presenting the option of seeking the assistance of another counselor maintains client empowerment and rejects the tendency to demonize his or her resistance.

Because the dynamic of resistance appears to be exhibited along a continuum, directive interventions may be most appropriate for low-resistance individuals and, conversely, non-directive and paradoxical interventions better for highly resistant clients (Beutler et al., 2002). Additional research is needed on the type of interventions (directive, non-directive, paradoxical) necessary for addressing varied levels of resistance (Beutler et al., 2002). Gold (2008) suggested that counselors should anticipate and honor client resistance, and integrate it into the process of building the counseling relationship. Only then can resistance be reduced. The experiences that students undergo within counselor education programs often parallel the dynamic of client resistance.

Resistance in Counselor Trainees and Supervisees

The knowledge gained from analyzing resistance in client behavior has been translated for the supervisory process (Bauman, 1972; Liddle, 1986; Tracey et al., 1989). Due to the very nature of counselor training programs, the learning process is expected to generate change. However, change is what is most often feared (Bauman, 1972). Subsequently, resistance is used to protect the supervisee against a perceived threat (Liddle, 1986). The threat can emerge due to anxiety about performing or being

evaluated. Furthermore, students may have specific personal issues, values, or conflicts within the supervisory relationship that increases their anxiety about potential consequences (Liddle, 1986). Although it is natural for resistance to occur during the learning process, the intensity of resistance may differ based on the individual and circumstance (Bauman, 1972).

As such, it is important that supervisors recognize how to address resistance based on the needs of each trainee. Bauman (1972) introduced five general expressions that will help supervisors identify resistance. The first form is referred to as *submission*. Supervisees demonstrating this form will view their supervisors as having superior knowledge and hold a hierarchical worldview of their relationship with the supervisor and client. The second type, described as *turning the tables*, is demonstrated when the supervisee is continuously shifting the focus of supervision back to the supervisor in an effort to avoid discussions focused on the supervisee's progress. Thirdly, *I'm no good* is an expression used to symbolize supervisees' behavior that overemphasizes their vulnerabilities and deficiencies in order to circumvent any negative feedback from the supervisor. The fourth form is referred to as *helplessness*. Supervisees demonstrating helplessness fail to take ownership of their role in the supervisory process and expect their supervisors' to take full responsibility of what takes place in supervision. *Projection*, the fifth form of resistance, is exhibited when supervisees manage their performance anxiety by blaming their mistakes on the supervisor and/or the supervisory process.

Once resistance is identified, the task then is to implement an appropriate method to reduce the supervisee's degree of resistance. However, Bauman (1972) suggested that supervisors first be cognizant of their own reactions to the resistance. Also, supervisors need to evaluate whether the resistance is useful or functional and help supervisees come to this awareness as well (Liddle, 1986). Resistance can be reduced either by reducing the threat or helping the supervisee obtain new coping methods that don't interfere with the learning process (Liddle, 1986). Liddle proposed three steps that supervisors can take in addressing resistance with supervisees: (a) analyze students' experience to determine source of threat, (b) reduce the threat as much as possible, and (c) brainstorm alternative coping behaviors for managing threat that do not interfere with learning. Liddle's approach for reducing resistance suggests that one should explore supervisee anxiety first by identifying the source, and then brainstorm methods for reducing the threat. Once selected, the methods of action should include coping strategies that do not preclude the learning process (Liddle, 1986). Likewise, success at addressing resistance is dependent upon "the nature of the supervisor, the trainee (supervisee), and the interaction between them" (Bauman, 1972, p. 256). Similarly, Tracey et al. (1989) indicated that the characteristics of the supervisee, such as counseling experience, developmental level, and reactance potential, should be considered in determining how to manage resistant responses in addition to the influence of the content and structure of supervision.

Bradley and Gould (1994) reviewed the work of Liddle (1986) and Bauman (1972) and reiterated the fact that supervisee resistance is common within supervision

and that it is unrealistic for supervisors to believe that it will not be encountered. Thus, an understanding of how to appropriately address resistant behaviors will lead to a successful supervision experience.

Summary of Resistance

Clearly, resistance is a force that can impede the development of individuals. The resistance literature indicates that people have a need to protect themselves and will do so even at the expense of their own progress. Although many theoretical explanations confine resistance to factors associated with the client, it is now known that the style or approach of the helper (i.e., counselor, counselor educator) is influential as well. Moreover, resistance may be exhibited due to situation-specific events experienced by the person or because the person's personality is typically more inclined to display a resistant disposition. As counselor educators implement approaches that facilitate the development of counselor trainees, it is important to stay mindful of the influence of resistance on the learning process.

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Reactance

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The theory of psychological reactance (Brehm, 1966; Brehm & Brehm, 1981) can be used to conceptualize resistant client behavior. The theory indicates that psychological reactance is caused by a threat to or loss of a person's freedom, which then motivates the individual to act to restore that freedom. The term *reactance* is used instead of resistance to signify the motivation that emerges when outside forces put freedoms at risk (Brehm & Brehm, 1981; Cowan & Presbury, 2000). Although similar, reactance

differs from resistance in that it is understood to be an attempt at self-preservation rather than uncooperative and oppositional behavior.

As described in Brehm and Brehm (1981), the two main tenets of psychological reactance theory are that (a) freedoms are a subjective concept and people's beliefs about their existing freedoms will vary accordingly, and (b) reactance can only be aroused if a person already has an established freedom. Once freedoms are threatened or even eliminated, individual attempts to restore or preserve their freedoms are known as reactance (Brehm & Brehm, 1981). The degree to which the individual deems a particular freedom important, along with the perceived significance of the threat, dictates the magnitude of psychological reactance, also known as *reactance potential* (Brehm & Brehm, 1981). Freedoms, threats to freedoms, and reactance potential are explored more fully below.

Freedoms

A freedom may consist of the belief that an individual is free to make certain choices or engage in specific activities, or it also can represent an individual's belief system, values, or way of life. Perceptions of freedoms and their perceived importance will differ for individuals even within the same context (Brehm & Brehm, 1981), suggesting that psychological reactance is an individual difference (Dowd et al., 1991).

Just as people possess the freedom to choose outcomes, they also have the freedom to avoid them. Moreover, clients who only have unfavorable outcomes available to them are prone to an arousal of reactance even if one or more of those freedoms are threatened (Brehm & Brehm, 1981). The implications are that people place value in their

freedom of choice even if the consequences associated with that choice are undesirable.

For example, a counselor education student brings his own beliefs, values, and worldview

into the course on culture and diversity. One of these beliefs could include a strict

adherence to traditional gender roles where a man is the provider of the household and a

woman is concerned with nurturing children and managing the home. The student may

have exercised the freedom of holding this belief throughout life and may feel at liberty

to express these sentiments without any trepidation. They may encounter opposition, or a

threat, to this belief, however, in a multicultural counseling course. Because perception

is central to the theory of psychological reactance, individuals will not experience threats

if they do not believe they possess freedoms.

Threats to Freedoms

Brehm and Brehm (1981) indicated that a threat is anything that makes it more

difficult for an individual to engage in a perceived freedom. Threats can emerge from an

external source, such as government legislation and policies or influences of society. For

example, same-sex couples residing in certain states are restricted from marrying due to

current bans on gay marriage. The freedom to choose one's spouse is restricted and thus

the legislation is perceived as threatening to the individual. Threats also can come from

an internal conflict within an individual. This conflict is most recognizable when a

person has to decide between two choices and selection of one result in a freedom not

being fulfilled. For instance, a mother must decide between continuing on as a stay-at-

home mom and returning to work. If the mother chooses to return to work and forego

staying at home, the thought of how others would nurture and educate her children may

be threatening to her sense of motherhood and responsibility. Conversely, if the mother chooses to stay at home, the possibility of missing an opportunity to foster her own life-long career goals and contribute more to the family income also would be a threat to the aspirations she has held for so long. The internal conflict exhibited in the mother highlights the fact that however she chooses, one of her values will go unfulfilled and a freedom will be sacrificed.

Reactance Potential

The likelihood that an individual will experience psychological reactance is known as reactance potential. As discussed below, the interaction effects of the importance of freedoms and significance of threats determine one's degree of reactance potential (Brehm & Brehm, 1981).

Importance of freedoms. The importance of a freedom is determined by the value placed on it by the individual. Freedoms, also known as free behaviors, are valuable because they fulfill a certain need in the lives of people (Brehm & Brehm, 1981). For example, the counselor education student who believes in traditional gender roles may question these beliefs and experience confusion once enrolled in a course on culture and diversity. The student's need that he is attempting to fulfill through his application of traditional gender roles may be the desire for order and structure in his life. The assignment of specific gender roles becomes very important to him because it provides specific guidelines and a clear outline for how a man and woman should proceed in life. Needs also hold significance; they may vary in different contexts and also will impact the importance of the freedom. This can be illustrated in how

comfortable the student is with less structure and organization during leisure time. For

example, the student may accept surprise visits from friends or impromptu requests to

take the kids out for ice cream. An additional factor that would impact reactance

potential is the possibility that more than one freedom can be threatened at the same time.

An example of this is illustrated in the case of a student who upon acceptance to his

university of choice learned that tuition costs greatly exceeded his financial aid award.

Furthermore, his intended program of study was in jeopardy of dissolving due to state

budget cuts. In situations where multiple freedoms are simultaneously threatened, it is

likely that reactance will be heightened and attempts will be made to preserve those

freedoms.

    Significance of threats. Brehm and Brehm's (1981) explanation of the

significance of threats suggests that the greater the difficulty imposed on engaging in a

freedom, the more likely the freedom will be eliminated. Returning to the previous

example, the counselor education student is likely to encounter several examples of

working women and perhaps even stay-at-home dads as he continues in such a female

dominated profession. Hence, repeated exposure to other people who engage in a less

traditional lifestyle and oppose a rigid application of gender roles will be very influential,

particularly because he may find that order and structure do not necessarily need to be

compromised. At the very least, it is possible that the level of importance that he places

on gender roles will be reduced if not eliminated. Additionally, the theory of

psychological reactance indicates that an individual's perception of others' intentions to

influence freedoms also will increase the magnitude of the threat. Therefore, if our

student recognizes that peers and faculty are intentionally trying to persuade him to approach gender roles in a more flexible manner, then he will feel an even greater discomfort and begin to experience it as threatening. Lastly, multiple threats will influence reactance potential also (Brehm & Brehm, 1981). As previously stated, the student may be threatened within the training environment by the knowledge gained from class as well as influences from peers and faculty members. However, his beliefs also may be threatened by the opinions of friends and family and opposing beliefs of colleagues and clients during internship.

Dowd and Wallbrown (1993) identified characteristics of individuals who are more prone to being reactant. Individuals with high reactance potential tended to have aggressive and dominant personalities. They quickly became defensive and were viewed as independent. The researchers surmised that although personal characteristics of strength and confidence are viewed positively by society, individuals who possess these characteristics are less likely to be influenced by a counselor.

Empirical Research on Psychological Reactance

Some researchers have found that the tendency to be reactant can differ based on individual characteristics (Buboltz et al., 1999; Dowd & Wallbrown, 1993; Dowd et al., 1994). Furthermore, many have argued that viewing reactance as a trait rather than a state is more fitting (Brehm & Brehm, 1981; Dowd et al., 1991; Hong & Page, 1989; Jahn & Lichstein, 1980; Rohrbaugh, Tennen, Press, & White, 1981). Findings from previous investigations of psychological reactance are presented in subsequent

paragraphs as it relates to measurement, principles of the theoretical construct, influential variables, and group differences.

Donnell et al. (2001) tested the psychometric properties of Merz's (1983) Questionnaire for the Measurement of Psychological Reactance (QMPR), a psychological reactance measure, and confirmed that the construct of reactance is in fact multidimensional. Previous studies (Hong & Ostini, 1989; Merz, 1983; Tucker & Byers, 1987) had not yielded similar results of the exact nature of the measure's multidimensionality (i.e., two versus four factor model). Although Donnell et al. obtained an adequate reliability score ($\alpha = .76$) for the total QMPR, their three factors (Response to Advice and Recommendations [$\alpha = .69$], Restriction of Freedom [$\alpha = .56$], and Preference for Confrontation [$\alpha = .48$]) had unacceptable scale reliabilities. As a result, Donnell and colleagues (2001) discouraged the use of the QMPR to assess psychological reactance in its current form. Moreover, Donnell et al. stated that "simple scale refinement (e.g., addition/removal of items) may not solve the problem; thus, the generation of a completely new scale may be more appropriate" (p. 686).

General principles of psychological reactance. As previously discussed, psychological reactance theory indicates that threats to freedoms can derive from internal or external origins. Therefore, it is expected that different types of threats can stimulate reactance. Seeman, Carroll, Woodard, and Mueller (2008) sought to dispel the assumption that reactance occurs similarly under different types of threats. Seeman and colleagues asked participants to read short stories or vignettes that illustrated differing conditions of threats and then provide a free-response as to how the character in the

vignette should respond. Each vignette was written to reflect the following types of threats: a social influence threat in which an individual attempts to influence another, a barrier threat in which a circumstance creates an obstacle for a person to access free behaviors, and a classic threat in which there are restrictions on engaging in free behaviors. Participants demonstrated reactant responses across all three types of threat conditions, but the classic threat condition resulted in lower levels of reactance. These results supported the notion that variation in the magnitude of reactance will occur with different types of threats.

Influences on reactance. Courchaine, Loucka, and Dowd (1995) examined the interaction effects of client reactance, counselor style, and counselor interpretation discrepancy, known as the difference between the counselor's conceptualization of the problem and the way in which the client understands the same problem, on counselor social influence and working alliance. A single interaction effect for reactance was found and consisted of interpretation discrepancy and interpretation style. Additional results revealed that individuals with low reactance rated the working alliance higher. Men were found to be more reactant than women. Furthermore, women who exhibited low discrepancy perceived the counselor positively while men who exhibited moderate discrepancy perceived the counselor positively. Based on these findings, consideration of matching client style with counselor interpretation style was encouraged by the researchers. Also, attending more to client variables such as gender were deemed important.

Hellman and McMillin (1997) measured psychological reactance using two factors of the Hong Psychological Reactance Scale (HPRS; Hong & Page, 1989), freedom of choice and behavioral freedom, and obtained a positive correlation between self esteem and reactance. Hellman and McMillin suggested that individuals who have high levels of self esteem possess a certain degree of confidence in their abilities that make them less willing to forego their desire to engage in free behaviors. Because there are indications of an upper and lower threshold for positive reactance levels (Bischoff & Tracey, 1995), Hellman and McMillin's findings suggest that fostering individuals' self-esteem may help moderate reactance potential.

In their investigation conducted to examine significant differences between reactance and clients with various personality disorders (i.e., passive-aggressive, dependent, personality disorder NOS, no personality disorder, obsessive-compulsive, and borderline), Seibel and Dowd (2001) obtained similar findings as Johnson and Buboltz (2000) regarding the influence of separation/differentiation. Seibel and Dowd hypothesized that clients diagnosed with personality disorder NOS and those without a personality disorder diagnosis would fall within moderate ranges of reactance, indicating a balance between fear of separation and fear of engulfment. Results indicated that there was a significant difference between the reactance levels of differing personality disorders. Findings of the study were also suggestive of a trend where clients with diagnoses characterized by a fear of engulfment, such as obsessive-compulsive or borderline personality disorder, would exhibit high reactance and clients with diagnoses characterized by a fear of separation, like passive-aggressive or dependent personality

disorder would have low reactance. Both the QMPR and the Therapeutic Reactance

Scale (TRS; Dowd et al., 1991), an additional measure of psychological reactance, were

used to measure reactance levels; however, the trend was only supported by the total TRS

scale. Similar to Johnson and Buboltz's (2000) study, this investigation suggested that a

balanced sense of self fosters healthy client development.

Another study examining how personality relates to reactance was conducted by

Seeman et al. (2005). The NEO Personality Inventory-Revised (NEO-PI-R) was used to

measure the five factor model of personality (Neuroticism, Extraversion, Openness to

Experience, Agreeableness, and Conscientiousness) in order to predict reactance as

measured by the total TRS scale. Results of a stepwise regression analysis revealed that

that the three domains Agreeableness, Openness, and Extraversion were statistically

significant predictors of reactance. Of these domains, Agreeableness was found to have a

much stronger association with reactance. However, the researchers posited that

Extraversion and Openness may be more indicative of how individuals prefer to express

their desire to protect their freedoms from threats. Findings suggested that highly

reactant individuals may demonstrate characteristics of independence, suspicion,

irritability, and intolerance. Moreover, the reactant person will pretend to be comfortable

within social situations in spite of their discomfort and anxiety. Results of this study

provided additional support for traits associated with reactance.

Johnson and Buboltz (2000) explored the relationship between psychological

reactance and differentiation of the self. The researchers found that reactance was

predicted by differentiation, which is described as "a separate sense of self without

reactively cutting off from significant others" (Johnson & Buboltz, 2000, p. 93). Results from a multiple regression revealed that individuals who had lower levels of individuation from their family-of-origin had higher reactance levels. This finding suggests that individuals who are accustomed to being controlled by others tend to be highly reactant when limitations are imposed upon their freedoms. Results of this study indicated that it is important for clients to increase their sense of self apart from others in order to minimize their reactivity.

Buboltz, Johnson, and Woller (2003) used the TRS to examine the relationship between family-of-origin variables and psychological reactance of 300 college students. Their findings suggested that individuals whose family-of-origin emphasized ethical and religious values, encouraged self-sufficiency and assertiveness, provided high levels of support, and expressed low levels of aggression and anger were more likely to demonstrate higher levels of reactance. Results also revealed that individuals from divorced families were more reactant than those from intact families. Similar to a previous study (Johnson & Buboltz, 2000), Buboltz et al. presented findings where family attributes could be characterized as constraints. For example, a child raised in a family that discourages expressions of anger may grow up without the knowledge and experience of how to manage these negative emotions. Subsequently, when the child becomes an adult, their feelings can manifest as repressed bitterness, disenchantment, and powerlessness toward most any displeasing or uncomfortable circumstances. Buboltz et al. recommended that future research emphasize reactance differences based on culture.

Group differences. Hong et al. (1994) examined over a two year period the effects of age and gender on psychological reactance of a sample of adult Australians between the ages of 18 and 40. Findings showed that as age increased the level of psychological reactance decreased. Hong and colleagues attributed this to the fact that as adults age they are better equipped to prioritize the importance of freedoms and recognize when to exercise the freedom. In addition, younger populations may still have external constraints (e.g., parents, age-limiting legislation) that significantly impact their independence and opportunity to engage in freedoms. It is assumed that an intense desire for freedom is generated as a result of being stifled by these constraints. The study revealed no significant differences by gender for reactance levels; however, there was a significant interaction between age and gender. Basically, the reactance levels of women decreased at a greater rate as they got older than did the reactance level of men. The implication that men's reactance level is more stable over time than for women deserves further inquiry. Hong and colleagues suggested that future research should emphasize exploring reactance with other demographic variables such as ethnicity, cultural upbringing, rural versus urban areas, employment status, and area of residence.

Fittingly, Seeman et al. (2004) conducted an investigation to explore the relationship between ethnicity, gender, and reactance. The researchers hypothesized that African Americans would demonstrate higher levels of reactance than Caucasian Americans, and that there would be significant gender differences independent of any main effect for ethnicity. To test their hypotheses, Seeman and colleagues administered the TRS to a sample of undergraduate students from three medium-sized universities

located in the Southeast, Midwest, and Northwest United States. Findings revealed that, indeed, African Americans exhibited higher levels of reactance than Caucasian Americans, and men demonstrated higher levels of reactance than women. Additionally, no significant differences were found among the three sampling locations for the behavioral sub-scale or the total TRS; however, there was a statistically significant difference found among the three sampling locations for the verbal sub-scale. Seeman et al. deemed this a negligible finding because their examination of the means for the verbal sub-scale indicated that the largest difference between locations was less than one point.

Woller et al. (2007) examined the relationship between age, ethnicity, gender, and reactance as measured by the TRS. Researchers used a sample of students from two universities located in the Midwest and the Southeast United States to test their hypothesis that younger individuals, ethnic minorities, and men would exhibit higher levels of reactance than their counterparts. Multivariate analysis of variance did not reveal significant differences using location of the universities as the independent variable and the dependent variables of behavioral, verbal, and total reactance scores from the TRS. Results from the Analysis of Variances (ANOVAs) identified significant main effects for age, ethnicity, and gender. Post hoc analyses indicated that younger participants were more reactant on the behavioral and total reactance scale than older participants. Yet, older adults had a higher mean level of reactance than younger participants. In addition, African Americans were more reactant than Caucasians and Native Americans for all TRS scales. Reactance scores for Hispanic/Latino participants were not significantly different from African Americans scores; however, the scores were

still significantly higher than Caucasians. In addition, men scored significantly higher than women on all TRS scales. The authors postulated that much of the differences found among age, gender, and ethnicity might be due to limited opportunities for certain individuals (e.g., women, and ethnic minorities) to engage in free behaviors due to factors outside of their control, such as discrimination.

Counselors-in-training. Although minimal research has been conducted on reactance within counselor supervision, a study conducted by Tracey et al. (1989) provides noteworthy implications for consideration. Counselor trainee preferences for structure within supervision were examined in relation to their level of reactance, experience, and content of supervision. The Counselor Development Questionnaire (CDQ) was used to measure developmental level of trainee, the TRS to measure reactance, the CRF-S to measure trainee's perception of their supervisor; the researchers created the Supervision Evaluation Scale (SES) to measure trainees' evaluation of supervision. Participants evaluated two of four audiotapes that included variations in the degree of structure (high versus low) and anxiety-provoking material (suicidal client versus client with relationship issue) to measure the content of supervision. Findings indicated that trainees' perceptions of supervision were related to the content of supervision, reactance level, amount of experience, developmental level, and preference for structure. As the researchers had hypothesized, structure was important for beginning level counselors and less so for advanced counselors. Interestingly, Tracey and colleagues (1989) found that no matter the experience level, the preference for structure within supervision was moderated by the type of content (i.e., suicidal client versus client

with relationship issue) and reactance potential of the student. Results indicated that for participants with little experience, low-reactant individuals viewed suicide content unfavorable more so than high reactant individuals. Participants with high experience and low reactance tended to rate suicide content more favorably. For the examination of the relationship issue, individuals with high reactance levels preferred unstructured supervision while those with low reactance levels preferred structured supervision. There were significant differences in reactance with regard to SES and CRF–S scores. Implications abound for future research examining reactance of counselor trainees. The amount of structure within counselor education programs may be predictive of trainee reactance and, hence, satisfaction as it relates to their training experience. Additionally, more studies related to trainee reactance and counselor development also seems warranted.

Summary of Reactance

By viewing resistant behavior in terms of reactance, helping professionals can explore and properly address the meaning behind individuals' reactions through an examination of how situations, interventions, or strategies encountered threaten perceived freedoms. Moreover, reactance levels may differ based on client variables (i.e., age, gender, ethnicity, family-of-origin) and can be influenced by the counseling working alliance and the style of the counselor. Therefore, practitioners should expect the interaction of these factors within counseling and prepare for how they may influence the therapeutic process. The review of the literature on psychological reactance provides an explanation of students' resistant responses and suggests that student reactance is simply

a natural inclination or protective response. This also holds true within the supervisory process, where reactance levels may influence counselor trainees' perception of supervision.

Understanding how reactance impacts counselor trainees has significant implications for multicultural training that occurs within counselor education and related helping professions. In courses on culture and diversity, students may experience a dissonance between their personal beliefs and their experiences within the training environment, both of which can impact students' propensity to exhibit reactance. Some of these beliefs range from perceptions that faculty of color are the only qualified instructors to teach multicultural courses to beliefs that the course content will focus solely on women and ethnic minorities. Threats to students' beliefs (perceived freedoms) may take the form of discussions, didactic, or experiential activities that students are asked to engage in within training.

Importantly, the majority of empirical research reviewed on psychological reactance (Buboltz et al., 2003; Courchaine et al., 1995; Johnson & Buboltz, 2000; Seeman et al., 2004, 2005; Seibel & Dowd, 2001; Tracey et al., 1989; Woller et al., 2007) utilized the TRS, indicating that the instrument may be a viable option in further investigations of psychological reactance.

Multicultural Resistance

Although multicultural training requirements have been instituted in most counseling and psychology programs (Kim & Lyons, 2003; Mio & Barker-Hackett, 2003), training will be ineffective if students do not have receptive attitudes toward the

process of learning and applying these competencies (Estrada et al., 2002). It is paramount that counselors are able to identify oppressive behavior within themselves and others, as well as learn how to overcome these biases (Constantine, 2007). However, some educators report a significant amount of stress due to teaching multicultural courses (Guanipa, 2003) and indicate difficulty in getting students to connect emotionally with the material (Coleman et al., 1999).

At an annual diversity conference in Boston, instructors of all disciplines convened to discuss their experiences with resistant students in multicultural courses and challenged the research community to provide more effective strategies for reducing levels of student resistance (Helms et al., 2003). Instructors have observed many different student reactions (e.g., frustration, defensiveness, lack of awareness) to multicultural content discussed in class (Constantine et al., 2004). Some students exhibit resistance by projecting their own shortcomings or striving to find fault and judge others' anti-oppressive practice (Coleman et al., 1999). Others' resistant behavior can be more subtle such as when an instructor privately addressed African American students about their silence in class (Jackson, 1999). What is clear is that educators need to know how to identify and understand multicultural resistance and its effect on the training experience in order to produce helping professionals equipped to work effectively with diverse populations.

Characteristics of Multicultural Resistance

In their three-year qualitative study using the consensual qualitative research method (Hill, Thompson, & Williams, 1997), Watt et al. (2009) reviewed reaction papers

of master's counseling students enrolled in a 15 week multicultural course to identify

expressions of resistance as a result of class dialogues on racism, heterosexism/

homophobia, and ableism (i.e., disability status). Data were clustered into eight domains

and given frequency categorizations of (a) general, indicating that responses were made

by the majority of students; (b) typical, indicating that responses were made by more than

half of students; and (c) variant, indicating that a minimum of two students responded.

The expressions of resistance that were designated as *general* included Denial,

Deflection, Rationalization, and Benevolence. Watt et al. (2009) described denial as a

response against anxiety-provoking stimuli through the rejection of its existence.

Deflection was described as placement of reactions on a less threatening target rather

than the source of the discomfort. Rationalization referred to responding with logic or

reasoning rather than the true cause of the reaction. Feelings of charity and an overly

sensitive and accepting attitude toward social or political issues indicated responses

characterized by benevolence.

Expressions labeled as *typical* included Intellectualization, which described the

use of intellectual aspects to avoid emotionality of content, and false envy, characterized

as a display of "affection for a person or a feature of a person rather than commenting on

the complexity of the social and political context" (pp. 99-100). Lastly, the expressions

of resistance that were designated as *variant* included Principium, which is characterized

by the use of principles as a means of avoidance, and minimization, described as

diminishing the significance of social and political issues to the simplest of facts.

Clearly, students' cognitive, affective and behavioral reactions shaped how resistant

behavior was manifested within the training. Detailed descriptions of these reactions follow.

Cognitive multicultural resistance. Resistance is an internal process that can be conscious or unconscious (Arredondo, 2003). Resistance originates within the cognitions where a person's memories, biases, prejudices, and viewpoints are not always a conscious process. This learned way of thinking is often at odds with societal forces that indicate certain thoughts are socially unacceptable. As a result, a person may take on an external persona that emphasizes the importance of political correctness out of fear of being deemed unaccepted. For this reason, instructors should attend to students who are overly accepting of every issue within multicultural training (Arredondo, 2003).

Some beliefs are that the training will focus on topics related to women and ethnic minorities and not discuss other groups (Arredondo, 2003). Additionally, ethnic minorities may believe they have more expertise than faculty and that the instructor is simply paying lip service to students. Because of the instructor's role in teaching about multicultural issues, interactions take place that generate different types of anxiety and dissonance between the instructor and the student. Arredondo (2003) regarded these resistant behaviors as "microaggressions." Some examples of these are criticizing and questioning course material, glaring at the instructor in a hostile manner, and challenging the instructor's credentials. Therefore, resistance can be towards the instructor or facilitator as well as actual concepts related to the class.

In one investigation, Coleman et al. (1999) found that Black students' denial of racial issues or avoidance of emotional engagement was due to the effects of others

within the training environment. One student reported previous experiences where the facilitator's incompetency allowed other students to see black people from a deficit model. Another student reported experiences where other classmates expected her to be the voice of black people. Some dealt with responses from white colleagues that included anger, resentment, denial, and even appeals for absolution. The researchers hypothesized that these students' experiences of transference, based in unresolved traumatic personal experiences with discrimination and oppression, caused the disconnection from the course.

Affective multicultural resistance. The affective or emotional manifestation of resistance is influenced by students' cognitions. Feelings of fear, anxiety, anger, and frustration are common affective responses that emerge during training. Students tend to be fearful about their competence and are anxious about being judged by their peers (Arredondo, 2003), and worry due to unfamiliarity with the subject matter (de Anda, 2007). Once resistance is generated from the cognitions, the different emotions that emerge have corresponding observable behaviors. In situations where the student is angry or frustrated, he or she may avoid participating in class as well as question the importance of the training. The fear of making a mistake or having a discomfort with the course material could potentially generate resistance (Chan & Treacy, 1996). Individuals who are overly agreeable with all multicultural concepts may be motivated by guilt or fear of being judged by others. Hence, it is important to note that all behavior will not initially appear to be resistant (Arredondo, 2003; Chan & Treacy, 1996).

Sammons and Speight (2008) explored the emotions that emerged within training and reported how a German female experienced frustration with her classmates' closed-mindedness and indicated she was less hopeful that true multiculturalism and diversity could exist. Additionally, a black female student expressed anger at the naiveté of fellow classmates and their obliviousness to their privilege. Hyde and Ruth (2002) examined emotions of students and their expressions of frustration with classmates' reluctance to voice their opinions in class. Students also expressed disappointment with instructors' poor job of creating a safe environment, and believed many were inadequately prepared to manage the intense nature of the training environment.

Behavioral multicultural resistance. Some behavioral displays of multicultural resistance include when students fail to participate in class discussions and activities, challenge the premise of the course, or verbally attack the instructor (Brown, 2004; Jackson, 1999; Young & Tran, 2001). Less overt forms of resistance, such as reluctance to deal with emotions, inadequate preparation for class, defensiveness, and unwillingness to explore issues of privilege, are more common behavioral occurrences within the training environment (Brown, 2004; Mio & Barker-Hackett, 2003; Young & Tran, 2001).

As discussed previously, resistance can be demonstrated actively or passively. Active resistance is observable in students' bold criticisms of elements of the training. They may challenge and disagree with the very fundamentals that the class is based upon. Students can become openly hostile and express their own prejudiced and biased views within the classroom. More commonly, students exhibit passive resistance demonstrated by marginal cooperation and lack of participation in activities. They also may be

reluctant to complete certain assignments as instructed (Chan & Treacy, 1996). Coleman and colleagues (1999) reported how students used intellect or knowledge to deflect from the emotionality of self-examination. Rather, some students opted to critique the work of their colleagues through fault-finding. The researchers noted that students who intellectualized were able to demonstrate a technical knowledge of content but did not really engage in the subject matter.

Conceptualizing Multicultural Training Reactance

Few theoretical models of resistance capture the dynamics that occur within the multicultural training environment. According to Mio and Awakuni (2000), resistance within multicultural training is grounded in psychological reactance theory, which emphasizes how the importance of freedoms as well as the significance of a perceived threat will impact reactance potential. When extremely intense persuasive methods are used in multicultural training, students who are reactant will hold on to their beliefs even more strongly. Conversely, if training methods are too subtle in persuading students, they may not gain the experience necessary for reducing reactance levels (Mio & Awakuni, 2000). The hidden dynamic of multicultural training reactance describes the internal process individuals experience within courses in culture and diversity. Students may perceive the instructor as oppressive and believe that the required coursework and assignments are forcing them to act in a manner contrary to their beliefs. This experience can feel threatening to the student and initiate reactance. Given the magnitude and amount of perceived threats as well as the ascribed importance of their beliefs, students will demonstrate behaviors within the training environment that are considered

oppositional, defiant, and resistant. Of course, these behaviors simply are an effort to preserve the students' freedoms. Given this, individuals who self-select multicultural training may experience less reactance to change (Castillo et al., 2007).

In counselor education, however, multicultural training is required. Consequently, students come into training programs bringing a previously established worldview that integrates their own degree of ethnocentrism and survival thinking (Arredondo, 2003). Moreover, depending on the amount of students' exposure to diversity, they will enter multicultural training at varied levels of cultural identity, and their cognitive, affective, behavioral responses will differ as such (Arredondo, 2003). Certain racial and cultural identity models (e.g., Cross, 1971, 1991, 1995; Helms, 1984, 1990, 1995; Sue & Sue, 1990, 1999) have identified the stage of development at which individuals' multicultural training reactance emerges as they become more aware of the implications of culture (i.e., racism, privilege, and oppression) within society. Cross' model of psychological nigrescence (Cross, 1971, 1991, 1995) indicates that individuals in the *encounter* stage have been challenged by a profound event that makes them more aware of their own denial regarding the marginalization of their own cultural group resulting in feelings of guilt and anger. Similarly, the *disintegration status* of Helm's model of White racial identity (Helms, 1984, 1990, 1995) describes feelings of guilt, helplessness, and anxiety that individuals experience as they struggle with the sudden recognition of racial injustices amidst long held perceptions that all are treated equally. The *dissonance stage* and the *resistance and immersion* stage of Sue and Sue's (1990, 1999) Racial/Cultural Identity Development Model (R/CID) illustrates how individuals

become confused when certain experiences contradict previously held beliefs and attitudes. These inconsistencies lead to questioning, challenges to their beliefs, and eventually rejection of the dominant society's values and complete endorsement of the values of their own cultural group. Emotions of anger, guilt, and shame are common as individuals seek to express their condemnation of the dominant society. Nevertheless, if training can bring about new awareness and insight, growth will be stimulated and movement will progress toward higher stages of racial/cultural identity (Arredondo, 2003) while also reducing reactance levels.

Definition of multicultural training reactance. Based on the previous discussions of multicultural training, resistance, and psychological reactance, for the purposes of this study, Multicultural Training Reactance is defined as follows:

> A natural coping method, generated within a person's cognitive processes that is evidenced by affective and behavioral responses that consciously or unconsciously engages when the expectation for change within multicultural training challenges one's sense of willingness or readiness. These responses are mitigated by one's level of cultural identity, multicultural content, course facilitator, and the processes of learning implemented.

The development of the CL-MTRS has been guided by this definition and provides a comprehensive explanation for reactance that occurs within multicultural training.

Summary of Multicultural Resistance

The level of cultural identity and the diversity of experiences that students bring into the classroom will determine their level of multicultural training reactance. Instructors should be mindful of training practices and their own influence on the impact

of reactance, which naturally occurs within training. Moreover, it is important that instructors monitor the influence of students on their classmates and search out evidenced-based strategies to effectively manage multicultural resistance.

Summary of Literature Review

From the review of the literature, there is an inherent expectation that counselors and related helping professionals (i.e., psychologists, social workers) involved in multicultural training will be impacted to the extent that they change the way they view the world and those that are different (e.g., Castillo et al., 2007; Sammons & Speight, 2008). This expectation for change, and the practices used to encourage it, are not always comfortable or welcomed by students (e.g., de Anda, 2007; Helms et al., 2003; Sue et al., 2009). Hence, students experience a wide range of thoughts and emotions that impact how they behave within the training environment because of what they are asked to learn, do, and experience. Psychological reactance theory (Brehm, 1966; Brehm & Brehm, 1981) provides a framework that helps us understand that this reactance is not always an outright oppositional behavior towards the goals of training; rather, it is individuals' innate reaction to protect their values, norms, and ways of being they view as their entitled freedom. Once students learn that their personal biases and stereotypes of different cultural groups are traits that the profession discourages, their right to hold these beliefs are threatened. Though challenging, instructors are attempting to employ practices (i.e., journal writing, process groups) that reduce the amount of reactance (e.g., Hall & Theriot, 2007; Rowell & Benshoff, 2008; Villalba & Redmond, 2008). Yet there is a lack of research on the effectiveness of strategies and the variation in results of

multicultural competency outcome research (e.g., Smith et al., 2006) could be explained to some degree by students' reactance.

The development of a measure, grounded in the newly presented definition of multicultural training reactance, will offer opportunities to research the training practices that are effective in reducing resistant reactions. Subsequently, the Crowell-Lowery Multicultural Training Reactance Scale (CL-MTRS) is being created to examine how characteristics such as cultural identity, thoughts, emotions, and behaviors of individuals will inform how reactant they are to the instructor, content, and process of multicultural training. Additionally, it is understood that some individuals will have a predisposition to general reactance (e.g., Buboltz et al., 1999; Dowd et al., 1994; Dowd & Wallbrown, 1993). As such, it will be important to explore whether individuals exhibiting multicultural resistance are also more likely to exhibit general reactance. Moreover, age, gender, and ethnicity are factors that have been found to influence general reactance (e.g., Hong et al., 1994; Seeman et al., 2004; Woller et al., 2007) which in turn also could affect multicultural resistance. These independent variables will be explored to examine to what extent results from previous studies with general populations are found in a sample of helping professionals.

It is clear that multicultural knowledge alone does not indicate a counselor's cultural sensitivity or attitude towards diverse clients. Ultimately, clients deserve a counseling experience free from societal stigma and oppression. If there is one person that clients should feel accepted by and free to be themselves, shouldn't it be by their professional counselor? Therefore, the current study seeks to develop the CL-MTRS, a

measure of multicultural training reactance, to assist researchers in creating evidence-

based strategies that reduce students' resistant behaviors to multicultural training.

CHAPTER III

METHODOLOGY

In Chapters I and II, the rationale and theoretical basis for designing an instrument assessing resistance within multicultural training was presented. In this chapter, the initial instrument development process of the CL-MTRS, a measure of multicultural training reactance, is described. Research questions as well as methods to be used to examine CL-MTRS reliability and validity are outlined. Plans for data collection and statistical analyses also are presented.

As indicated in Chapter II, there are no current measures of multicultural resistance. Moreover, no investigations have been conducted to determine how the framework of psychological reactance theory may explain resistant behavior within multicultural training. To this end, a six-step process consisting of a hybrid of test construction methods (Netemeyer, Bearden, & Sharma, 2003; Walsh & Betz, 1994) was being used in the development of the CL-MTRS. This process included the following: (a) conducting a thorough review of the literature, (b) utilizing constructs of multicultural resistance to create items, (c) revising items for grammar and clarity, (d) submitting items to content experts and student reviewers for further refinement, (e) piloting items on a sample of students, and (f) conducting reliability and validity analyses, which represented the main study.

Research Questions and Hypotheses

In this study, empirical support for the CL-MTRS was derived from identifying

its psychometric properties. According to Anastasi (1988), "every test should be

accompanied by a statement of its reliability . . . and given to persons similar to those

constituting the normative sample" (p. 110). Thus, reliability and validity results for the

CL-MTRS was determined. Kaplan (1997) defines validity "as the agreement between a

test score or measure and the quality it is believed to measure" (p. 131). Subsequently,

the establishment of content and construct validity, a primary objective of this study,

would ensure agreement of CL-MTRS scores with the presence of multicultural training

reactance. The content validity process, by which multicultural training instructors

and/or researchers in the field of counselor education provided feedback on the CL-

MTRS, is explained later in this chapter. Furthermore, construct validity requires that an

investigator "defines some construct and develops the instrumentation to measure it" as

well as show a "relationship between a test and other tests and measures" (Kaplan, 1997,

pp. 143-144). The definition of multicultural training reactance developed for this study

was used to create items for the CL-MTRS. Hence, it will be important to examine how

the instrument's factor structure fits within the operational definition, namely the three

types of multicultural training reactance (i.e., cognitive, affective, and behavioral).

Based on the psychological reactance research presented, individual

characteristics such as age, gender, and ethnicity (Hong et al., 1994; Seeman et al., 2004;

Woller et al., 2007) will influence reactance levels and thereby are worth exploring. It is

important to note that some studies have shown that African Americans tended to have

higher reactance levels than Whites (Seeman et al., 2004; Woller et al., 2007). However, because previous findings indicate higher multicultural competence among people of color (e.g., Dickson & Jepson, 2007; Holcomb-McCoy & Myers, 1999), it is assumed that this will result in a decrease in the degree of multicultural training reactance. Review of the literature revealed an overlap among multicultural training instructional methods, content, student reactions, and instructor challenges within counselor education, psychology, and social work (e.g., Abrams & Gibson, 2007; de Anda, 2007; Priester et al., 2008; Watt et al., 2009). Therefore, research questions for the present study were as follows:

Research Question 1: Is the CL-MTRS a reliable measure of multicultural training reactance?

Hypothesis 1: The CL-MTRS will demonstrate evidence of acceptable internal consistency.

Research Question 2: What is the factor structure of the CL-MTRS?

Hypothesis 2: The CL-MTRS will show a three-factor solution.

Research Question 3a: What is the relationship between multicultural training reactance, measured by the CL-MTRS, and psychological reactance, measured by the Therapeutic Reactance Scale (TRS; Dowd et al., 1991)?

Hypothesis 3a: As a way to show convergent validity, there will be a moderately significant relationship between CL-MTRS and TRS scores.

Research Question 3b: What is the relationship between multicultural training

reactance, measured by the CL-MTRS, and cultural identity, measured by the Self-

Identity Inventory (SII; Sevig et al., 2000)?

Hypothesis 3b: As a way to show convergent validity, there will be a moderately

significant relationship between CL-MTRS and SII scores.

Research Question 3c: What is the relationship between multicultural training

reactance, measured by the CL-MTRS, and socially desirable responding, measured

by the Marlowe-Crowne Short Form C (M-C Form C; Reynolds, 1982)?

Hypothesis 3c: As a way to show divergent validity, there will be a low to moderate

non-significant relationship between CL-MTRS and M-C Form C scores.

Research Question 4: What is the description of CL-MTRS scores across

participants' age, gender, ethnicity, and perception of multicultural training

components (i.e., perceived effectiveness of instructor, influence of course content,

and influence of course processes or assignments)?

Hypothesis 4a: Men will have higher mean CL-MTRS scores than women.

Hypothesis 4b: Younger (ages < 25) participants will have higher mean

CL-MTRS scores than older participants.

Hypothesis 4c: Participants of color will have lower average CL-MTRS scores than

Caucasian participants.

Hypothesis 4d: Participants who rate the effectiveness of the instructor, course

processes (i.e., assignments/activities), course topics/subjects, and overall course

satisfaction low, will have higher average CL-MTRS scores.

Test Construction Method

Step One: Literature Review

Literature regarding multicultural training, resistance, and psychological

reactance was reviewed and presented in Chapter II to ascertain the constructs of

multicultural training reactance. CL-MTRS items were developed utilizing the

researcher's operational definition:

> Multicultural training reactance is a natural coping method, generated within a
> person's cognitive processes and is evidenced by affective and behavioral
> responses, that consciously or unconsciously engage when the expectation for
> change within multicultural training challenges one's sense of willingness or
> readiness. These responses are mitigated by one's level of cultural identity,
> multicultural content, course facilitator, and the processes of learning
> implemented.

The psychological reactance framework suggests that students enrolled in courses

on culture and diversity, as with most everyone, hold certain beliefs about the freedoms

they possess. These perceived freedoms, whether conscious or not, may include the

belief to ascribe to certain prejudices or oppressive behavior. Attitudes and beliefs such

as these are challenged within courses on culture and diversity, and thus may be

experienced as threatening to the individual. Reactance theory indicates that individuals

will strive to restore or preserve their belief if they perceive elements of multicultural

training to be a threat. An example of this is evidenced by faculty reports of students

challenging their instructor's credentials and relevance of the course if the individual is in

disagreement with the concepts. These demonstrations are known as reactance and can

be manifested cognitively, affectively, or behaviorally. All elements of the training

process may not be threatening. Therefore, individuals will direct their reactance according to the source of the threat. Hence, behaviors can be directed toward the course content, course facilitator, or the course processes. The aforementioned concepts became the blueprint for constructing the item matrix depicted in Appendix A, which provided a visual illustration of how multicultural training reactance was conceptualized across nine dimensions. Although these dimensions were originally used to generate items, they are not necessarily anticipated to result in factors during the data analysis stage.

Step Two: Item Creation

Using the item matrix, an initial list items ($n = 24$) was generated from the review of journal articles, books, and additional scholarly works related to resistance and reactance within multicultural training. The researcher, dissertation advisor, and one other dissertation committee member also contributed to the initial pool of 24 items, based on personal observations of reactance within multicultural training.

The three types of multicultural training reactance and three targets of behavior are reflected in the following nine dimensions: (a) Cognitive reactance toward the course content, (b) Cognitive reactance toward the course processes, (c) Cognitive reactance toward the course facilitator, (d) Affective reactance toward the course content, (e) Affective reactance toward the course processes, (f) Affective reactance toward the course facilitator, (g) Behavioral reactance toward the course content, (h) Behavioral reactance toward the course processes, and (i) Behavioral reactance toward the course facilitator (See Item Matrix in Appendix A). Dimensions 1, 2, 4, 7, 8, and 9 initially

consisted of three items each. There were no items generated initially for dimension 3; and dimensions 5 and 6 consisted of two and four items respectively.

Items were phrased positively and negatively; however, most were the latter due attempts to capture salient aspects of the construct. The instrument was designed to include a 4-point Likert scale to eliminate a midpoint and discourage a neutral response. Given the sensitive nature of the content, the absence of a neutral response choice was deemed most appropriate by the researcher and dissertation committee members as it forced agreement or disagreement with items. The researcher and committee members also discussed two different types of response anchors that would be a good fit for the instrument. The first set of anchors solicits responses of agreement: 1 = strongly agree and 4 = strongly disagree. The second set of anchors solicits responses of attribution: 1 = most like me and 4 = most unlike me. After deliberation, it was determined to obtain the content experts' opinion on the best response anchor for the instrument. Their feedback is discussed in Step Four of this test construction process.

Step Three: Revise Items for Grammar and Clarity

The researcher met with members of the dissertation committee to evaluate items for grammar, item clarity, and to determine if the construct was fully addressed. This examination resulted in the addition of one item to dimension 3 and an extra item added to dimension 6 (see Item Matrix in Appendix B). Dimensions 4, 5, and 9 all required rewording of one item for clarity; dimensions 6 and 8 both consisted of two items that were reworded. Subsequently, the 26 items corresponded with the following dimensions: Dimension 1: Items 1, 2, and 3; Dimension 2: Items 10, 11, and 12; Dimension 3: Item

20; Dimension 4: Items 4, 5, and 6; Dimension 5: Items 13, 14, 15, and 16; Dimension 6:

Items 21, 22, and 23; Dimension 7: Items 7, 8, and 9; Dimension 8: Items 17, 18, and 19;

and, Dimension 9: Items 24, 25, and 26. Further support for the constructs of the

measure, item content, and clarity of the revised 26-item CL-MTRS was obtained

through a content validity process explained in the next section.

Step Four: Content Experts and Student Reviewers

Content validity was established by replicating the approach used by Neville,

Lilly, Duran, Lee, and Browne (2000). The researcher and two additional committee

members identified a total of 19 counselor educators and researchers in the field of

multicultural training who could serve as expert raters. Attention was given to

representation of various cultural groups (i.e., gender, race, geographic location, and

sexual orientation) in the identification of expert raters. Of the total experts identified,

contact information for 3 individuals was unavailable. The remaining 16 experts were

mailed a packet containing a participation request letter, the CL-MTRS, a blank item

matrix, and an additional feedback form (all can be found in Appendix A).

First, experts were asked to evaluate the suitability of the items on the CL-MTRS

according to (a) the appropriateness of the items as each related to occurrences of

resistance within multicultural training, (b) the clarity of how the items were written, and

(c) the degree of edginess and provocativeness. The experts were asked to provide

ratings and comments in the evaluation of the CL-MTRS. Their research expertise in

multicultural training and their classroom experiences indicated that their feedback on the

topic of *appropriateness* would ensure that items were written in a manner consistent

with the construct of multicultural resistance. Moreover, because some of the experts had previously developed multicultural assessments, their comments on the most appropriate response anchors and the wording of items would enhance the administration of the CL-MTRS. Because the items reflect content that may be difficult to discuss openly, it was important to have the expert raters gauge which items were most provocative or edgy. Such knowledge allowed the researcher to anticipate how these items would inform the results.

Next, experts were asked to examine each item and determine the *type* and *target* of resistance. Once identified, the item number was placed in the cell representing one of the nine dimensions on the item matrix, which corresponded with the appropriate *type* and *target* of resistance. This feedback was used to determine interrater agreement and also compare the researcher's original item placement within the matrix with that of the placement of items by the expert raters. Experts also were asked if any items on the CL-MTRS should be omitted and if any additional examples of multicultural training reactance were missing from the instrument to further ensure accuracy of constructs. Lastly, experts were asked to provide their years of experience teaching courses on culture and diversity. Consideration to the number of years instructing these courses enabled a more reliable identification of student behavior consistent with multicultural training reactance.

Results of expert review. After multiple reminders, 3 out of 16 responses were received from expert reviewers. Due to the low response rate, packets were submitted to five additional experts for evaluation of the CL-MTRS. Two out of five responses were

received from this second round of submissions. Cultural backgrounds of the responding experts included one African American male, one African American female, one Asian American female, a Caucasian woman who identifies as a lesbian, and one Hispanic female. The five content experts rated each item for appropriateness, clarity, and edginess using the 4-point Likert scale ranging from 1 (for not at all appropriate, clear, or edgy) to 4 (very appropriate, clear, or edgy). The experts' mean ratings of each item with regard to appropriateness, clarity, and edginess are reported on the rater sheet in Appendix B. Items that were given appropriateness (Items 18 and 19) and clarity mean ratings below a 3 were examined for further refinement. Items 18 ($\mu = 2$) and 19 ($\mu = 2.4$) both received moderate appropriateness mean ratings. However, no items were given clarity mean ratings below a 3. Items 7 ($\mu = 3.6$), 11 ($\mu = 3.4$), 12 ($\mu = 3.6$), and 20 ($\mu = 3.6$) were given an edgy mean rating of 3 or above. These items were tagged in order to analyze more carefully for socially desirable responses within the pilot sample.

Feedback was varied regarding the most fitting response anchors for the instrument. Three raters indicated that anchors soliciting attribution was most appropriate, one rater suggested anchors of agreement, and one rater stated that a combination of agreement and attribution anchors would fit best (see Additional Feedback Form in Appendix B).

Results from the experts' item placement on the matrix indicated high agreement primarily. The researcher met with the dissertation chair to identify items that were not aligned with the initial matrix structure. If the item placement of the experts fit along the same type or target, it was deemed appropriate and was retained. Additionally, items that

had agreement of 3 or more reviewers were used as a criterion (see the Item Matrix in Appendix B). From this review it was determined that Item 26 had very little agreement and consideration to the wording was needed.

The expert raters previously had taught courses on culture and diversity an average of approximately 10 times. None of the experts stated that any of the items should be omitted from the CL-MTRS. However, the researcher was asked to provide additional clarity to Items 9, 16, and 18. Some of their inquiries were as follows: "Are you trying to tap into counter transference? If so, I think the item should be more specific to a person that the responder likes/dislikes" and "Not really . . . In my opinion, the scale is the "right" length given the "edginess" factor of some questions."

The expert raters also provided input on additional topics they believed should be included on this instrument (see Additional Feedback Form in Appendix B). One rater indicated that an item should reflect how students tend to justify their behavior by suggesting this item: "This class should teach the facts and not attempt to influence (my, my faith's) established values." Another rater, referring to Item 20, suggested using more than one example of an oppressed group on the instrument, stating, "You may want to consider a question related to learning about slavery and black history . . . knowledge of the Japanese internment during WWII." The following comment indicated that an item reflective of feelings about one's culture would be appropriate to include: "Something that speaks to the way the individual feels about his/her own culture."

After review of the experts' feedback, the following revisions were made to the CL-MTRS. First, two response anchors were used in order to capture participants'

opinion of how they believe they *should* behave and also how they closely they identify

with certain behaviors. Hence, items were arranged into two categories corresponding to

the anchors for agreement and attribution. The first category included original Items 1 –

9, 18, and 19. It corresponded to the response anchors wherein at one end of the scale 1 =

strongly agree and 4 = strongly disagree. Item 18 was reworded for clarity according to

the suggestions of the experts. An additional item was added as it reflected how students

use their values to justify behavior (Item 10 on the revised CL-MTRS; Appendix F).

Original Items 10 – 17 and 20 – 26 corresponded to the second category of anchors that

solicited responses of attribution, wherein 1 = most like me and 4 = most unlike me. Item

20 was reworded to provide further clarification. An additional item was included to

capture students' interest in learning more about racism and discrimination (Item 28 on

the measure). Items reversed for scoring were Item 1, Item 3, Item 6, Item 23, Item 24,

and Item 28.

      Results of student review. Three counselor education master's students who

previously had completed a course on culture and diversity were identified and asked to

answer the items on the CL-MTRS and complete a student rater feedback form. Student

raters included a Caucasian man and woman and an African American woman. They

each were asked to document their completion time, and rate the clarity of the

instructions and the items using a 4-point Likert scale ranging from 1 (for not at all clear)

to 4 (very clear). The students also were also asked to give any additional feedback on

the items and the measure as a whole. Feedback received indicated that the measure took

approximately 5 minutes to complete and that the instructions were very clear. Additional

comments revealed the length of the measure was agreeable. One student reviewer

commented that Items 2, 22, and 27 seemed to be written in a leading manner and

suggested that "broader questions would get more accurate responses to the class

experiences." Another student reviewer reported that Item 27 seemed to be worded to

imply the type of response she would make. After consideration of these comments, it

was determined that items on the CL-MTRS would remain unaltered as the feedback

from students seemed to indicate that items lacked subtlety. In order to fully capture the

construct of multicultural training reactance it was deemed necessary to highlight edgy or

provocative content when phrasing items. In so doing, the researcher acknowledged the

risk of socially desirable responding.

Step Five: Pilot Sample and Procedures

The 28-item CL-MTRS (see Appendix F) and a demographic questionnaire (see

Appendix G) developed by the researcher were administered to a convenience sample of

counselor education master's students at two southeastern universities to obtain initial

information on the psychometric properties of the instrument. The universities were

identified through an internet search of counselor education programs in the southeast

region of the United States that offered a summer course on multiculturalism or diversity.

Instructors of these courses were contacted by the researcher to obtain assistance in

informing students about the opportunity to participate in the study. In addition,

postcards soliciting participation in the pilot study were provided for instructors to

distribute to potential participants. A drawing for a $50 *Target* gift card was advertised as

an incentive for completing the survey. Both instruments were self-report measures

administered via *SurveyMonkey* and a subset of the sample was administered the

instruments within a class on culture and diversity. To obtain test-retest reliability, a

second administration was given to students in the same class two weeks later. The CL-

MTRS was labeled "Student Counselor Experiences in Courses on Culture and

Diversity" in an effort to broadly categorize item content and minimize participants'

awareness of the researcher's intent to examine the construct of multicultural resistance.

In so doing, the researcher intended to reduce the degree of socially desirable responses.

Fifty-five participants completed the surveys. All of the participants in the pilot

study were current master's students in counselor education located in the southeast

region of the United States (See Appendix G). Approximately half (45.5%) of the

participants were under the age of 24. Participants 25 to 34 years of age made up 32.7%

of the sample, while participants within the age groups of 35 to 44 and 45 to 54 each

comprised 9.1% of the sample. One participant was older than 55 years of age and one

participant did not disclose her age. Forty-seven (85.5%) of the pilot sample were female

students and only five (9.1%) reported having a disability. The ethnic and racial aspect of

the sample was somewhat homogenous in that 81.8% ($n = 45$) were Caucasian, 5.5% ($n =$

3) identified as multi-racial, 3.6% ($n = 2$) reported as African American, and 2 students

(3.6%) identified as Asian American. Also, a large percentage (70.9%) of participants

reported having a Christian religious/spiritual affiliation. Other affiliations indicated

were Agnostic, Buddhism, Islam, Judaism, Cosmic, and Love. The majority of the

sample (92.7%) identified as heterosexual; two (3.6 %) individuals indicated they were

lesbians and two (3.6 %) reported being bisexual. Hence, the pilot sample was highly representative of a non-disabled, Caucasian, hetero-sexual, Christian woman.

Pilot study analyses for the CL-MTRS. A principal components factor analysis with an unrotated solution was performed using an extraction method of three factors. A three-factor structure did not load well in this analysis. However, a two-factor structure had a better fit and accounted for 35% of the variance. The scree plot below (see Figure 1) also provides additional support to the discovery of factors from the unrotated solution. From inspection of the plot, Factor 1 is clearly displayed set apart from the other components with an eigenvalue between 6 and 7. This factor is shown farther from the other components to signify its representation of the majority of total variance. Factor 2 is also clearly depicted on the plot to represent an eigenvalue between 3 and 4. It also is distanced far from other components which illustrate representation of a distinct construct.
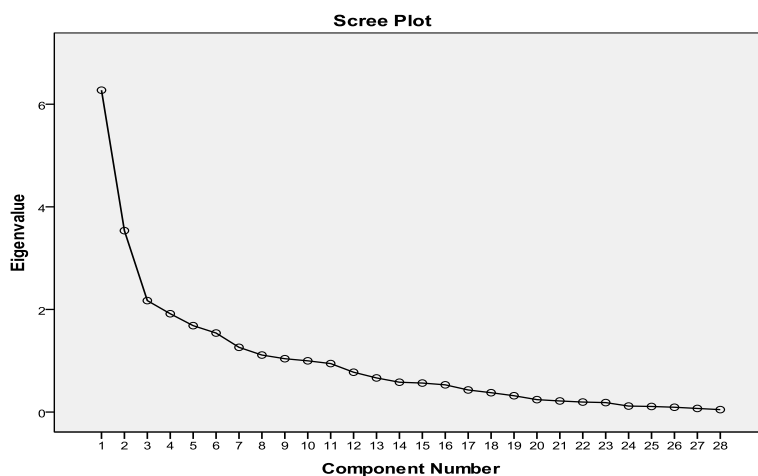
Figure 1. *CL-MTRS Principle Component Analysis Scree Plot*

As depicted in Appendix H, the first factor accounted for 22.4% of the variance, consisted of 16 items (1, 3, 5, 6, 7, 12, 13, 14, 17, 18, 20, 21, 22, 23, 24, and 25) and had internal consistency of 0.76. With the exception of three items (12, 17, and 25), items on factor 1 seemed to reflect beliefs and attitudes toward specific concepts and activities within training. Factor one's items of exception were indicative of feelings of suspicion. The second factor accounted for the remaining 12.6% of the variance. As shown in Table 1 below, internal consistency for the 5-item scale (11, 15, 19, 26, and 27) was 0.40. The review of the second factor's items highlighted general defensiveness. A reliability analysis conducted on the total 28-Item CL-MTRS indicated internal consistency of .68. A subset of the pilot sample ($n = 31$) was given a second administration of the instrument two weeks apart, yielding a test-retest reliability of .87.

A second contact was made with the expert raters in order to obtain their interpretation of the two factors. The raters were instructed to provide 3-5 terms that could describe the theme of each factor. Two of the original 5 expert raters responded as illustrated in Appendix I and upon review of their descriptors no consensus could be made. To gain further understanding about the reliability of the instrument and the manner in which items fit together onto factors, a comprehensive item analysis was conducted and is described below (see Table 1).

Table 1

Reliability Estimates for the CL-MTRS

		Reliability Coefficients	
Scale	Number of Items	Alpha[1]	Test-Retest[2]
A	28	.68	.87**
Fac 1	16	.76	
Fac 2	5	.40	
Fac 1& 2	21	.70	
B	22	.81	.78**

Note: A refers to the original 28-Item CL-MTRS
B refers to the revised 22-Item CL-MTRS
**Correlation significant at 0.01 level

Item analysis of the CL-MTRS. *Itemal41* (Ackerman, 2005), an item-analysis

program for Likert type tests, was used to obtain information about the quality of

individual CL-MTRS items. In interpreting the point-biserial, a Pearson correlation

between the responses of an item and the total scores, it was important to examine if

participants with higher total CL-MTRS scores were more likely to have higher item

scores versus those with lower total CL-MTRS scores. Using Pearson correlations, the

inter-item correlations were determined by examining the strength of the relationship

between each pair of items. Therefore, items that fell below a point biserial correlation of

.2 were deemed to have questionable values of discrimination (Ackerman, personal

communication, Fall 2010). In addition, items that correlated negatively with 5 or more

items or items that generated low item-total correlations (below .2) suggested a poor

relationship and were flagged for further examination. Lastly, items with limited

variability (i.e., standard deviation below .5) were examined and flagged for further

review. All flagged items were individually inspected to determine if they should be

retained as written, reworded, or removed from the instrument.

   Results of item analysis. As depicted in Table 2, Item 9, Item 13, Item 19, Item

26, and Item 27 were flagged for further examination due to poorly discriminating items

(.103, -.212, -.130, -.020, and .011 respectively). Item 9 was removed from the measure

due to potentially high socially desirable responses from participants, particularly

because the expert raters described the item as having considerably edgy or provocative

content (see Appendix B). During the content analysis period, Item 13 (formerly Item 10

during content analysis) resulted in minimal expert rater agreement on the item matrix,

suggesting a poor fit with other items, and thus it was removed (see Appendix B). Upon

inspection of Item 19, Item 26, and Item 27, it was noted that these items may be

measuring a construct other than multicultural training reactance, which was further

reinforced by the fact that all three items loaded onto factor 2 in the previously discussed

principal component analysis. Therefore, Items 19, 26, and 27 were removed from the

instrument.

   Examination of questionable inter-item correlation resulted in 12 items being

flagged for review (Items 9, 10, 13, 14, 19, 22, 23, 24, 25, 26, 27, and 28). Item 9, Item

13, Item 19, Item 26, and Item 27 correlated negatively with over 5 items and had poor

item-total correlations (-.045, -.329, -.254, -.116, and -.136 respectively). Likewise, these

items were previously removed due to poor discrimination as discussed above and thus

required no additional attention. Item 10 was reviewed based on its negative correlation

with over 5 items (exactly 6) and poor item-total correlations (.195). Although this item

was not among those in the original item pool, it was suggested by expert raters as a salient aspect of the construct of multicultural training reactance and added into the pilot study. Although it barely met the criteria for flagged items, given the literature and opinion of the experts, Item 10 was retained based on its importance and so it could be evaluated with a larger sample. The inspection of Item 14 (formerly Item 11 during content analysis) revealed it was negatively correlated with 5 or more items. The content of the item suggested a high possibility of socially desirable responses from participants and was previously deemed edgy and provocative by expert raters. Moreover, Item 14 seemed to fit poorly with other items due to minimal expert rater agreement of its item matrix placement during the content analysis period and was therefore removed from the instrument. Removal of all items designated above was further supported by the fact that there were a sufficient amount of items retained to capture the intended content.

Item 22, Item 24, Item 25, and Item 28 all negatively correlated with at least 5 other items. Item 23 also negatively correlated with 5 other items and yielded a slightly undesirable correlation with the total score (.195). Upon further examination, questions (Items 22, and 25) were most likely interpreted differently than intended, referenced a course activity limited to a few programs (Item 24), and were written containing more than one idea (Item 23). Because these 4 items (Items 22, 23, 24, and 25) were vaguely written and are important to the construct of multicultural training reactance, as evidenced by their loading onto factor 1 in the previously discussed principal component analysis, they were reworded with careful consideration given to clarity and simplification. As previously stated, Item 28 correlated negatively with more than 5

items and thus was flagged for further review. This examination indicated that Item 28 might include multiple ideas. Although this item was not in the initial item pool, it was added based on the suggestion of expert raters and was thus reworded for simplification. Three items (Items 23, 24, and 28) were originally written positively but were rewritten to reflect the style of other items on the instrument. By keeping and rewording the items designated above, there would be an opportunity to evaluate it with a larger sample.

After applying the criteria for items with limited variability, 6 items were flagged requiring additional review (Item 1, $M = 1.30$, $SD = .46$; Item 3, $M = 1.36$, $SD = .48$; Item 6, $M = 1.32$, $SD = .46$; Item 12, $M = 1.25$, $SD = .47$; Item 14, $M = 1.89$, $SD = .49$; Item 21, $M = 1.12$, $SD = .33$). Results for some items can most likely be explained by the fact that during the creation of the initial item pool, steps were taken to include items that would be reverse scored. Three items, Item 1, Item 3, and Item 6, were positively worded as well as other items discussed previously (i.e., Items 23, 24, and 28). During the content analysis, expert raters regarded these 3 items (Item 1, 3, and 6) as very appropriate at addressing the construct of multicultural training reactance, yet also deemed the items extremely low for edgy or provocative content. Also, because the variability just barely met the criteria for flagged items, it was expected that by rewording the questions and having all items worded similarly, response styles would be more consistent, which ultimately improved the variability among respondents.

In the review of Item 12, the wording of the question seemed somewhat narrow in scope and thus inapplicable to some participants. Therefore, Item 12 was reworded in order to broaden the scope of the question while continuing to address the construct.

Item 14 was previously removed as indicated above and needed no further review. Item

21 (formerly Item 20 during content analysis) had the lowest standard deviation and

based on the expert raters' results was considered a very edgy topic. Although the item is

most likely measuring the intended construct, it may be written to depict a more blatant

reaction than commonly occurs and thus was reworded. Ultimately, the item analysis

resulted in the removal of 6 items, the rewording of 10 items, and the unaltered retaining

of 12 items. As a result, the revised CL-MTRS consists of 22 items (Items 1, 2, 3, 4, 5, 6,

7, 8, 10, 11, 12, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, and 28) and has a reliability of 0.81

(noted as scale B in Table 1). Appendix F provides a comparison of old and revised CL-

MTRS items.

Table 2

CL-MTRS Item Analysis Results

Item No.	*M*	*SD*	PBIS	Item-Total Correl.	Revised Item-Total Correl.
1[c]	1.30	.46	.565	.512	.487
2	1.76	.63	.353	.259	.235
3[c]	1.36	.48	.589	.534	.478
4	1.50	.59	.327	.236	.215
5	1.45	.53	.592	.532	.548
6[c]	1.32	.46	.581	.527	.558
7	1.52	.62	.639	.573	.550
8	1.85	.81	.348	.224	.224
9[a b d]	2.47	.91	.103	-.045	*
10	1.92	.73	.308	.195	.181
11	2.00	.63	.298	.201	.185
12[c]	1.25	.47	.491	.430	.460
13[a b d]	2.96	.78	-.212	-.329	*
14[c d]	1.89	.49	.510	.448	*
15	2.01	.67	.568	.487	.393
16	2.40	.70	.439	.340	.257
17	1.70	.65	.395	.300	.441

Table 2 *(cont)*

Item No.	*M*	*SD*	PBIS	Item-Total Correl.	Revised Item-Total Correl.
18	1.89	.75	.532	.436	.526
19[a b d]	2.58	.80	-.130	-.254	*
20	2.20	.69	.548	.462	.415
21[c]	1.12	.33	.333	.284	.354
22[b d]	2.10	.96	.411	.269	.416
23[b d]	2.12	.85	.327	.195	.383
24[b d]	1.78	.67	.410	.312	.477
25[b d]	1.98	.55	.319	.235	.378
26[a b d]	2.10	.59	-.020	-.116	*
27[a b d]	2.67	.91	.011	-.136	*
28[b d]	1.87	.68	.318	.213	.314

Note: [a] Indicates items that were flagged due to poor item discrimination.
[b] Indicates items that were flagged due to low initial-item correlation.
[c] Indicates items that were flagged due to limited variability.
[d] Indicates items that were flagged due to negative correlations with 5 or more items.

Changes Prior to Conducting the Main Study

A central difference in the main study is the recruitment of helping professionals beyond those that are enrolled in counselor education programs. As discussed in the review of the literature, individuals studying within the fields of psychology and social work have similar training within courses in culture and diversity and therefore will be included in the sample as well.

There have been several changes to the demographic questionnaire (see Appendix J). In consultation with the researcher's faculty committee, it was determined that additional information is warranted regarding participants' perceptions of their instructor. Because of the power and influence of the instructor within class as well as their responsibility in creating a safe training environment it was deemed necessary to include items to reflect how he or she is viewed by the participant. Although there previously

was an item included on the questionnaire about the type of assignments (i.e., journal writing, reaction papers, etc.) completed within training, the item was altered to assess the processes (e.g., didactic, experiential, and interactive activities) training. This change is expected to allow an opportunity to examine differences between training processes in a simpler manner during the data collection period. For similar reasons, an item was added to assess participants' perceptions about course content. The item solicits information about topics or subject areas that are commonly covered in courses in culture and diversity such as oppression, white privilege, and racism. Items that referenced participants' disability status, sexual orientation, religious/spiritual affiliation, and geographic location and type (i.e., urban, rural, etc.) were removed. In reviewing the literature, there were no indications that these variables were relevant to the construct of multicultural resistance and, in an effort to be sensitive to the length of time for the entire survey, it was deemed suitable to remove these items. Also, the item that obtains participants' age was changed from an open text box to a category selection in order to obtain cleaner data.

During the item analysis it was determined that a considerable number of items had limited variability. Thus, in an effort to increase variability, a six point Likert type scale will be used for the CL-MTRS. The rationale for changing from a four to a six-point Likert scale is to discourage neutral responses as previously addressed with the four-point Likert-type scale used in the pilot study. Lastly, the researcher will copyright the CL-MTRS prior to collecting data for the main study.

Step Six: Main Study

  Participants and procedures. Upon approval from the researcher's Institutional Internal Review Board, a sample of graduate students across the country in the helping professions of counselor education, psychology, and social work will be asked to participate in the main study. ACA will be contacted for a list of email addresses of master's level students. Programs with master's level students accredited by APA and CSWE, as listed in their respective directories, will be contacted via email to the department chair requesting that the survey be forwarded to students. The procedure will include an invitation to participate in the survey and will consist of three follow-up email announcements reminding and re-inviting participants who have yet to respond. As with the pilot sample, the survey will be administered via *Survey Monkey*. Participants will be informed of the purpose, goals, and risks of the study. It is expected that the composition of the sample will yield variation in age, gender, and ethnicity, which are variables that demonstrate differences in reactance based on previous research. Two drawings for a gift card will be advertised as incentive for participants' completion of the survey.

  Sample size determination and power analysis. In order to determine that the sample obtained in the main study provides adequate power, the effect size was established. The pilot study sample was not appropriate for effect size determination because it was very homogenous and most likely did not represent the general population (Johanson & Brooks, 2010). Using *Cohen's d* effect size of .2, a relatively meaningful assessment of the strength/magnitude of potential significant differences obtained, it was determined that in order to achieve results with an estimated power of .80 a minimum of

197 participants are needed for the study. Although factor analysis is not necessarily recommended for small samples such as the pilot study sample, the results did help inform the item analysis which revealed that item changes were warranted. Costello and Osborne (2005) recommended using subject to item ratio of 20:1 in determining sample size. Specifically, Costello and Osborne suggested that it is better to use the number of items in the initial item pool in calculations than the items kept for the final version because the ratio is determined based on how many items each subject answered. Similar to the recommendation of Maccallum and Widaman, if these criteria are applied, it would suggest that a sample of 560 participants will be needed for the main study. Subsequently, the surveys should be submitted to approximately 1120 people assuming a response rate of 50%.

Instrumentation. Five instruments will be administered to study participants: a demographic questionnaire, the *Therapeutic Reactance Scale* (TRS) (Dowd et al., 1991), the *Self-Identity Inventory* (SII; Sevig et al., 2000), and the *Marlowe-Crowne Short Form C* (M-C Form C; Reynolds, 1982), an abbreviated version of the *Marlowe-Crowne Social Desirability Scale* (MCSDS; Crowne & Marlowe, 1960). All previously described instruments, with the exception of the demographic questionnaire, will provide further evidence of validity for the study. The CL-MTRS, the fifth and principal instrument under investigation, will be used to measure multicultural training reactance as described in Chapter II.

Crowell-Lowery Multicultural Training Reactance Scale (CL-MTRS). The CL-MTRS (see Appendix F), the focus of this study, was designed to measure multicultural

training reactance. This is the first measure designed to assess multicultural training reactance, and therefore this 22-item measure was developed based on current literature regarding resistant behavior within multicultural training and psychological reactance theory. The measure was examined by expert raters for content validity and piloted to provide item clarity. The CL-MTRS will use a six point Likert type scale containing two response anchors. The first anchor inquires whether the participant agrees with the item (i.e., Strongly Agree to Strongly Disagree) and is represented by Items 1-8 and Items 10-12. The second anchor solicits whether the participant personally relates to the item (i.e., Most Like Me to Most Unlike Me) and is represented by Items 15-18, Items 20-25, and Item 28. Higher CL-MTRS scores indicate a greater magnitude of multicultural training reactance.

   Therapeutic Reactance Scale (TRS). The 28-item Therapeutic Reactance Scale (TRS; Dowd et al., 1991), a measure of psychological reactance specific to counseling, consists of a two-factor structure that accounted for 26% of the variance (see Appendix K). These two factors make up the subscales of behavioral reactance and verbal reactance (Dowd et al., 1991) on the TRS. Internal consistency for the total scale, behavioral reactance, and verbal reactance were 0.84, 0.81, and 0.75, respectively. Test-retest reliability estimates were 0.59 .60, and 0.57 for the total scale, behavioral reactance, and verbal reactance, respectively. Since its development, many investigations using the TRS have been conducted (e.g., Buboltz et al., 2003; Courchaine et al., 1995; Johnson & Buboltz, 2000; Seeman et al., 2004, 2005; Seibel & Dowd, 2001; Tracey et al., 1989; Woller et al., 2007) to examine predictors and influences on reactance. Sample

items of the TRS include "I don't mind other people telling me what to do" and "I enjoy

debates with other people" (p. 543).

  Self-Identity Inventory (SII). The SII (Sevig et al., 2000) is a 71-item Likert scale

(1 = *strongly disagree* to 6 = *strongly agree*) measure (see Appendix L) developed to

assess cultural identity based on the Optimal Theory Applied to Identity Development

(OTAID). The OTAID model (Myers et al., 1991) is a holistic (e.g., mind, body, and

spirit) and inclusive method for understanding the multiple cultural identities of

oppressed persons (e.g., Jewish African American woman), rather than just their ethnic

and racial identities. The OTAID model's perspective on oppression is that it is "self-

alienating and results in a fragmented sense of self, based on devaluation by self and

others" (Munley, Lidderdale, Thiagarajan, & Null, 2004, p. 284). The main assumptions

of the OTAID model are that, in order for a person to move toward an optimal way of

being, one should increase their self-knowledge and awareness. This model can be

visualized as an expanding spiral that sequences into six phases of development. The six

scales of the SII are representative of the six phases of the OTAID model and are

described using the following sample items: Scale 1 (Individuation, $n = 14$), "The

different parts of my identity (e.g., race, sex) do not really affect who I am"; Scale 2

(Dissonance, $n = 11$), "My identity as a member of my group is the most important part

of who I am"; Scale 3 (Immersion, $n = 10$), "My identity as a member of my group is the

most important part of who I am"; Scale 4 (Internalization , $n = 10$), "I have recently seen

the depth to which oppression affects many groups"; Scale 5 (Integration, $n = 12$), "I feel

connected to people from different groups"; and Scale 6 (Transformation, $n = 15$), "All of

life is connected." The range for internal consistency for the scales was between .72 and .90. Also, test-retest reliability ranges were from .72 to .92. Recent empirical studies using the SII (e.g., Munley et al., 2004; Munley, Thiagarajan, Carney, Preacco, & Lidderdale, 2007; Sawyer, 2004; Young, 2009) have shown promise for the application of this theoretical model with diverse populations. In accordance with the literature, cultural identity was found to be significantly linked to multicultural knowledge and awareness (Munley et al., 2004). Young's (2009) research centered on examining the effect of immersion in another culture and compared students traveling abroad with students who were stateside. Results revealed no significantly different changes in cultural identity for students traveling abroad. The OTAID framework seemed to partially fit Sawyer's (2004) examination of the identity attitudes of Black, Coloured, and Indian South African women in African's Western Cape. Only the Immersion, Transformation, and Internalization phases were applicable (Sawyer, 2004).

Marlowe-Crowne Short Form C (M-C Form C). The M-C Form C (see Appendix M) is a 13-item measure derived from the 33-item Marlowe-Crowne Social Desirability Scale (M-C SDS; Crowne & Marlowe, 1960). Using True/False responses, the measure assesses the tendency of participants to respond in an overly pleasing manner when administered self-report instruments. Lower scores indicate higher levels of social desirability. In his investigation of six short form versions of the M-C SDS, results from Reynolds' reliability and validity studies indicated that the M-C Form C was a short, psychometrically strong alternative to the longer version. The Kuder-Richardson formula 20 (K-R 20) reliability coefficient for the M-C Form C was .76. Validity of the short

form was supported by correlated it with the M-C SDS (.93). Aosved and Long (2006), Aosved, Long, and Voller (2009), and Syzmanski (2003) used the M-C Form C in their investigations and reported internal consistency of .70, .70, and .80 respectively. Interestingly, all of these investigations were examining cultural components (i.e., feminism, sexism, ageism, racism, etc.).

Demographic questionnaire. Participants will be asked to provide background information regarding their age, gender, ethnicity, perceptions regarding the effectiveness of their instructor, type of degree, program of study, and progress toward program completion (see Appendix J). Additional questions solicit information about the influence culture and diversity topics and assignments/activities have on participants training experience, as well as participants' overall course satisfaction.

Data analysis. After data are collected, all results will be entered into PASW Statistics 18 for Windows (SPSS Inc., 2009) for statistical analyses. Table 3 provides an outline of all research questions, hypotheses, and analyses proposed in the study. Descriptive statistics will be obtained to provide additional details for research questions.

For research question 1, the relationship between each CL-MTRS item will be examined by correlating each item with the total scale score. Cronbach's alpha for internal consistency will be used to ensure that the CL-MTRS is consistently measuring the construct of multicultural resistance with the least amount of error. A Cronbach's alpha coefficient at or above .7 will be considered acceptable reliability for this study, as in most research (Lewis, T., personal communication, Fall 2006).

Table 3

Research Questions for the Main Study

Research Question 1: Is the CL-MTRS a reliable measure of multicultural training reactance?		
Hypothesis	**Variables**	**Analysis**
H.1. The CL-MTRS will demonstrate evidence of acceptable internal consistency.	All CL-MTRS Items	Inter-Item Correlations Cronbach's Alpha
Research Question 2: What is the factor structure of the CL-MTRS?		
Hypothesis	**Variables**	**Analysis**
H.2. The CL-MTRS will show a three-factor solution.	All CL-MTRS Items	EFA
Research Question 3a: What is the relationship between CL-MTRS scores and scores on the Therapeutic Reactance Scale (TRS; Dowd et al., 1991)?		
Hypothesis	**Variables**	**Analysis**
H.3.a. As a way to show convergent validity, there will be a significant relationship between CL-MTRS and TRS scores.	Multicultural Resistance (measured by CL-MTRS) Psychological Reactance (measured by TRS)	Bivariate Correlation Scatterplot of each sub-group (i.e., age, gender, ethnicity)
Research Question 3b: What is the relationship between CL-MTRS scores and scores on the Self-Identity Inventory (SII; Sevig et al., 2000)?		
Hypothesis	**Variables**	**Analysis**
H.3.b. As a way to show convergent validity, there will be a significant relationship between CL-MTRS and SII scores.	Multicultural Resistance (measured by CL-MTRS) Racial/Cultural Identity (measured by SII)	Bivariate Correlation Scatterplot of each sub-group (i.e., age, gender, ethnicity)
Research Question 3c: What is the relationship between CL-MTRS scores and scores on the Marlowe-Crowne Short Form (M-C Form C; Reynolds, 1982)?		
Hypothesis	**Variables**	**Analysis**
H.3.c. As a way to show divergent validity, there will be a non-significant relationship between CL-MTRS and M-C Form C.	Multicultural Resistance (measured by CL-MTRS) Social Desirability (measured by M-C Form C)	Bivariate Correlation Scatterplot of each sub-group (i.e., age, gender, ethnicity)
Research Question 4: What is the description of CL-MTRS scores across participants' age, gender, ethnicity, and perception of multicultural training components (i.e., instructor, content, course processes)?		
Hypotheses	**Variables**	**Analysis**
H.4.a. Men will have higher mean CL-MTRS scores than women.	*Dependent*–CL-MTRS scores *Independent* – gender	Descriptive Statistics

Table 3 *(cont)*

Research Question 4: What is the description of CL-MTRS scores across participants' age, gender, ethnicity, and perception of multicultural training components (i.e., instructor, content, course processes)?		
Hypotheses	**Variables**	**Analysis**
H.4.b. Younger (below 25 years of age) participants will have higher mean CL-MTRS scores than older participants.	*Dependent*– CL-MTRS scores *Independent* – age	Descriptive Statistics
H.4.c. Participants of color will have lower mean CL-MTRS scores than Caucasian participants.	*Dependent*– CL-MTRS scores *Independent* – ethnicity	Descriptive Statistics
H.4.d. Participants who rate the effectiveness of the instructor, course processes (i.e., assignments/activities), course topics/subjects, and overall course satisfaction low, will have higher mean CL-MTRS scores.	*Dependent*–CL-MTRS scores *Independent* – course components (i.e., instructor, content, processes)	Descriptive Statistics

According to Costello and Osborne (2005), principal components analysis is only a data reduction method, however, a factor analysis is said to be more suitable as it recognizes only shared variance and thus avoids inflation of estimates when considering the variance accounted for by each factor. Therefore, an optimal factor structure for the CL-MTRS can be obtained with an exploratory factor analysis (EFA) using a maximum likelihood extraction method with direct oblimin rotation, as well as scree plot examination. Subsequently, research question 2 will utilize this method to determine the underlying structure of the CL-MTRS. Once the reliability and the structure of the CL-MTRS are established, research questions 3-4 will be examined.

Although no measures for multicultural resistance were found in the literature, it is assumed similarities may be found in measures of psychological reactance and cultural identity. Therefore for research questions 3a-3c, scores on the CL-MTRS will be correlated with that of the TRS and the SII to obtain convergent validity. To demonstrate

the uniqueness of what the CL-MTRS measures, divergent validity (also known as discriminant validity) will be obtained by correlating CL-MTRS scores with that of the Marlowe-Crowne Social Desirability (MC-C; Reynolds, 1982). It is anticipated that the CL-MTRS will moderately correlate with the TRS and SII while yielding low to moderate correlation with the MC-C in order to be considered a valid measure. In addition, scatter plot graphs will be used conditionally for subgroups of gender, ethnicity, and age to examine if there is a linear relationship present.

For research question 4, descriptive statistics (mean, median, mode, standard deviation, frequencies, and score ranges) for CL-MTRS scores across all categories of age, gender, ethnicity, and satisfaction levels toward multicultural training (i.e., such as with the instructor, content of the course, and the processes used within the course) will be presented.

CHAPTER IV

RESULTS

The purpose of this study was two-fold. First, the literature from multicultural training, resistance and psychological reactance was used to create a comprehensive definition of multicultural training reactance. Finally, this investigation sought to develop, test, and validate the CL-MTRS, a measure of multicultural training reactance. In this chapter, results of the current study are presented. A description of the sample demographics, descriptive statistics, and reliability coefficients of all instruments are provided. Finally, results of hypothesis testing are reported.

Procedural Changes

Originally, this investigation was to include multiple groups of helping professionals (i.e., social workers, psychologists, counselors). However, the recruitment of participants, other than graduate counselor education master's students, proved to be expensive and tedious due to the need to solicit via mailing lists. As such, counseling students were recruited by requesting that CACREP program department chairs submit email invitations to participate in the study via their program listservs. Prior to analyzing the data of the study, the dissertation committee concluded that the next step would be to obtain consensus on the structure of the CL-MTRS amongst an expert panel in order to estimate the number of factors during data analysis. Subsequently, a total of 27 experts in the field of multicultural training and research were provided a form entitled

"Identifying Instrument Scales" (located in Appendix N) to report their perceptions about

the structure of the 22-item CL-MTRS. Specifically, the experts examined each item and

identified its type of resistance (cognitive, affective, or behavioral). The form's

instructions also stated if the presence of subscales were assumed, the experts were to

identify the corresponding items for each subscale. Three of the 27 experts, composed of

two African American females and one African American male, returned completed

forms (11.1% response rate) indicating their perceptions of the CL-MTRS' structure.

Research question 3b was modified to reflect the use of the Multigroup Ethnic

Identity Measure–Revised (MEIM-R; Phinney & Ong, 2007) to assess ethnic identity in

lieu of the Self-Identity Inventory (SII; Sevig et al., 2000). This change was performed

for two reasons. First, the length of the MEIM-R is considerably shorter than the SII;

thereby, a reduction in the test administration time would potentially prevent unnecessary

fatigue amongst participants. Secondly, the MEIM-R also enables participants to self-

identity their ethnicity similar to that of the SII, thereby maintaining an accurate

reflection of how participants view themselves rather than imposing a standard criteria

(e.g., U.S. Census racial/ethnic categories).

The original published version of the 15-item MEIM (Phinney, 1992) was

designed to measure ethnic identity with diverse ethnic groups across two factors: ethnic

identity search (developmental and cognitive component) and affirmation, belonging, and

commitment (affective component). Using Likert type scaling (4 = Strongly Agree to 1 =

Strongly Disagree), the first 12 items of the MEIM include questions based on how

individuals feel about or react to their own ethnicity. The remaining three items ask

participants to identify the ethnicity of each of their parents. Later, researchers conducted a series of factor analytic studies with the MEIM and developed a 6-item revised version, the MEIM-R (Phinney & Ong, 2007). Three items on the MEIM-R assess exploration, which describes the process of one "seeking information and experiences relevant to one's ethnicity" (Phinney & Ong, 2007, p. 272) and the remaining items assess commitment, "a strong attachment and a personal investment in a group" (Phinney & Ong, 2007, p. 272). Cronbach alphas for the subscales of exploration and commitment, and the total scale was .76, .78, and .81 respectively. Additionally, the anchors for the instrument were changed to a 5-point Likert scale in order to provide a midpoint for a neutral response. Lastly, hypothesis 2 and research question 4a were rewritten for clarity, and hypothesis 4b re-defined the younger age group as participants below the age of 34.

Demographics of Sample

Of the 223 participants who began the survey, 194 participants met the criteria for being a master's student either currently enrolled (Spring 2011) in their program's culture and diversity course or having completed it during the previous semester (Fall 2010). Participants included in the data analysis were 86.6% ($n = 168$) female and 12.9 % ($n = 25$) male. One individual identified as transgender. The majority of participants identified as Caucasian (72.7%, $n = 141$) with the remaining participants identifying as African American (7.2%, $n = 14$), Multi-racial (6.7%, $n = 13$), Latino/Latina (5.7%, $n = 11$), other (4.6%, $n = 9$), Asian American (2.1%, $n = 4$), and Indian (of India) (.5%, $n = 1$). Participants were classified into five age groups consisting of 18 – 24 year olds

(35.1%, n = 68), 25 – 34 year olds (49%, n = 95), 35 – 44 year olds (8.8%, n = 17), 45 –

54 year olds (5.7%, n = 11), and 55 year olds and up (1.5%, n = 3).

Participants were mostly at the beginning (30.4%, n = 59) or middle (24.7%, n =

48) of their training, with the majority identifying their emphasis area as

community/mental health counseling (45.4%, n = 88) or school counseling (30.9%, n =

60). Approximately half of the participants (47.9%, n = 93) completed coursework on

culture and diversity during their undergraduate studies. In addition, 13.4% (n = 26) had

taken a second culture and diversity course beyond their introductory graduate

multicultural course. A large segment of participants (42.3%, n = 82) believed that

cultural and diversity issues were integrated throughout their training program, while

approximately one-third (31.4 %, n = 61) indicated these issues were *somewhat*

integrated, and a quarter of the participants (24.1%, n = 47) reported cultural and

diversity issues were *very* integrated within their program (see Table 4).

Table 4

Demographic Description of Sample (N = 194)

Variable	N	%	
AGE			
18 – 24	68	35.1	
25 – 34	95	49	
35 – 44	17	8.8	
45 – 54	11	5.7	
55 and up	3	1.5	
GENDER			
Female	168	86.6	
Male	25	12.9	
Transgender	1	.5	

Table 4 (*cont*)

Variable	*N*	%	
ETHNICITY			
African American	14	7.2	
Asian American	4	2.1	
Caucasian	141	72.7	
Indian (of India)	1	.5	
Latina/Latino	11	5.7	
Multi-racial	13	6.7	
Other	9	4.6	
PROGRAM OF STUDY			
Community/Mental Health	88	45.4	
School	60	30.9	
Rehabilitation	8	4.1	
Counselor Education	12	6.2	
Couple/Marriage & Family	15	7.7	
Student Development	3	1.5	
Counseling Psychology	6	3.1	
Other	2	1	
DEGREE PROGRESS			
Beginning	59	30.4	
Middle	48	24.7	
End	86	44.3	
SEMESTER COURSE OFFERED			
Fall 2010	85	43.8	
Spring 2011 (current)	104	53.6	
UNDERGRAD CULTURE COURSE			
No	101	52.1	
Yes	93	47.9	
OTHER GRAD CULTURE COURSE			
No	168	86.6	
Yes	26	13.4	
CULTURAL INTEGRATION			
Very Integrated	47	24.2	
Integrated	82	42.3	
Somewhat Integrated	61	31.4	
Not at all Integrated	4	2.1	

Note: *N* =193 for variable *Degree Progress*

Research Questions and Hypotheses

The Crowell-Lowery Multicultural Training Reactance Scale (CL-MTRS) was designed to measure the reactance of counselors-in-training within their culture and diversity course. Responses from 194 participants were used to conduct data analyses and answer the research questions that follow.

Research Question 1

RQ1: Is the CL-MTRS a reliable measure of multicultural training reactance?

Hypothesis 1: The CL-MTRS will demonstrate evidence of acceptable internal consistency.

As discussed later in this chapter, exploratory factor analysis of the CL-MTRS resulted in a 19-item unidimensional measure. Next, internal consistency reliability analysis (Cronbach's alpha) for the CL-MTRS was conducted on the final sample of 194 master's counselors-in-training who met the research criteria. All instruments used in the study had reliability estimates within or above a good range (α = .70 to .80) for conducting research (Kaplan, 1997) (see Table 5). Support for hypothesis 1 was found due to the CL-MTRS resulting in reliability of α = .86. Total scores on the CL-MTRS ranged from 19 - 81 (possible range from 19 – 114), with a mean score of 43.65 and standard deviation of 12.46. The distribution of scores were positively skewed (.602) with kurtosis close to zero (.198) indicating a greater number of smaller values and a shape close to normal.

Table 5

Reliability and Descriptive Statistics for Study Instrumentation (N = 194)

Instruments	Number of Items	Cronbach's Alpha	*M*	*SD*
CL-MTRS	19	.86	43.65	12.46
TRS verbal	11	.59	25.86	3.04
TRS behavioral	17	.69	48.34	4.37
TRS	28	.74	74.21	6.27
MEIM-R E	3	.88	7.70	3.02
MEIM-R C	3	.86	7.44	2.69
MEIM-R	6	.90	15.14	5.26
M-C Form C	13	.75	19.08	3.03

Research Question 2

RQ 2: What is the factor structure of the CL-MTRS?

Hypothesis 2: The CL-MTRS will show a three-factor solution representing cognitive,

affective, and behavioral multicultural training reactance as presented in the study definition.

The second research question was intended to provide an understanding of the

factor structure of the CL-MTRS. As depicted from the results of expert feedback in

Appendix O, 2 or more experts obtained consensus about the type of reactance on 13 out

of 22 items. Of these, five items (Items 1-3, 5, and 6) were attributed to *cognitive*

reactance, four items (Items 12-14, and 17) attributed to *affective* reactance, and four

items (Items 10, 18, 21, and 22) attributed to *behavioral* reactance. In addition, two

experts identified the CL-MTRS as unidimensional.

An exploratory factor analysis of the measure's 22 items was conducted using the

maximum likelihood estimation method since the primary purpose was to determine the

underlying structure of the CL-MTRS. This method also finds "the factor solution which

would best fit the observed correlations" (Kim & Mueller, 1978). Direct oblimin rotation method is utilized because there is an expectation that factors will be somewhat correlated (Costello & Osborne, 2005). Bartlett's test of sphericity produced a statistically significant value ($p < .000$), establishing that the variables are sufficiently correlated, and the Kaiser-Meyer-Olkin (KMO) test for sampling adequacy was high (.868), suggesting that enough items were predicted by each factor (Leech, Barrett, & Morgan, 2005). Results from both tests indicated that the data were suitable for a factor analysis. As such, factors were retained based on the amount of variance explained, examination of the scree plot, and interpretability of the results.

The CL-MTRS was examined with a maximum likelihood extraction method using an unrotated factor solution. This initial exploratory factor analysis extracted six factors (with eigenvalues greater than 1.0) which accounted for 43.54% of the total variance. The first factor explained 19.25% of the variance the second factor 10.78% of the variance, and a third factor 5.07 % of the variance. Eigenvalues were slightly over one for the fourth, fifth, and sixth factors each explaining less than 4% of the variance. Goodness-of-fit was achieved using the Chi-Square test (0.876), indicating that the reproduced factor matrix was not significantly different from the observed matrix. Inspection of the scree plot, however, depicted below in Figure 2, requires looking for the number of factors above "the natural bend or breakpoint in the data where the curve flattens out" (Costello & Osborne, 2005, p. 3). Because the first two factors explained the majority of the total variance (30.03%) and the appearance of one to two breakpoints in the scree plot, a one-factor and two-factor solution were performed. Therefore, the

instrument was examined two additional times using a one and two factor maximum

likelihood extraction with direct oblimin rotation. This oblique rotation method was

applied because it was anticipated that there would be correlation between factors.
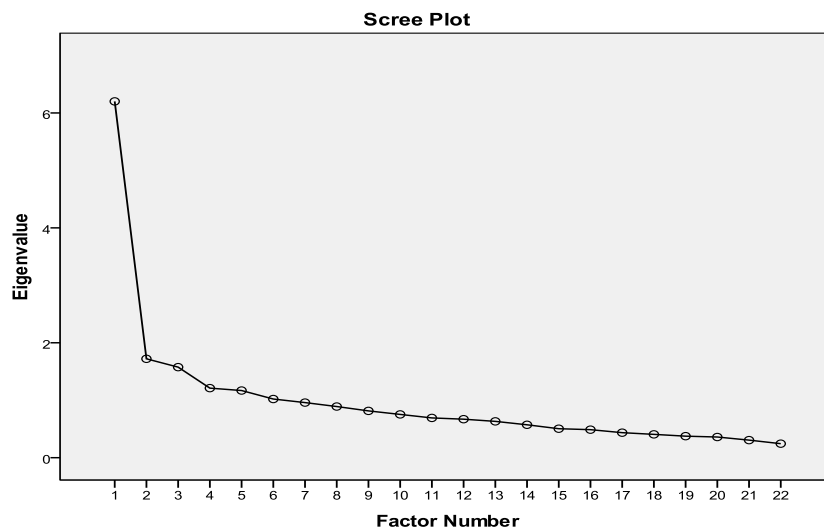
Figure 2. *CL-MTRS Maximum Likelihood Factor Analysis Scree Plot*

Hence, the resulting pattern matrix was used to examine factor loadings. Table 6

illustrates the resulting factor structures for each factor solution. Utilizing Tabachnick

and Fidell's (2001) rule of thumb, a minimum loading of .32 was used to determine if an

item loaded on a factor. Items with loadings less than .32 were examined to determine

why they did not load on factors.

The rotated two-factor solution yielded a simple structure, which indicated that

each item loaded heavily on only one factor. Factor 1 and 2 correlated at .614, however,

the first factor alone accounted for 25.25% of the variance while the second factor

accounted for the remaining 5.06%. Due to the moderately high correlation between

Factors 1 and 2, the low variance accounted for by the second factor, and the opinion of

two of the three expert raters, the one-factor solution was deemed to be the most suitable

for interpretation.

Table 6

Two-Factor Rotated Solution and One-Factor Solution

		Two-Factor Rotated Solution Pattern Matrix			One-Factor Solution Factor Matrix
		Factor			Factor
		1	2		1
CL1					
CL2			.499		.364
CL3			.803		.508
CL4			.630		.549
CL5			.359		.382
CL6			.417		.570
CL7					
CL8		.494			.436
CL9					
CL10			.705		.532
CL11		.465			.598
CL12		.923			.757
CL13		.589			.607
CL14					.333
CL15		.773			.611
CL16		.473			.496
CL17					.387
CL18		.498			.440
CL19		.530			.632
CL20			.465		.447
CL21					.493
CL22		.605			.693

For the one-factor solution, Items 1, 7, and 9 were eliminated because they failed

to meet the minimum criteria for having a factor loading of at least .32. These three

items also had very low communalities for the extraction (.029 - .074), which suggested

little variance represented by these items when accounted for by the factor. It is presumed that Item 1, "The topics covered in this course are irrelevant to my education," did not load on the factor because it was the only item that explored participants' impressions about their overall education. Similarly, Item 7, "I fully expect the instructor to reprimand anyone that creates hostility, tension, or uneasiness in the course," did not load as it endorsed consequences for other students' behavior, which is not addressed in any other item. It is likely that Item 9, "At times I feel that I'm reacting to my instructor the same way I reacted to someone I knew before," did not load on the factor because it lacked specificity to multicultural training. In essence, it is possible for this item to fit well with several other general assessments, rendering it unrelated to the rest of the items on the factor. Lastly, the remaining 19 items were examined in order to ascribe a meaningful name to the factor. Multicultural training reactance, which was defined for this study in Chapters I and II, was deemed a suitable factor label given that all 19 items on the factor addressed cognitive, affective, and behavioral reactions within courses in culture and diversity. Hence, the label was retained. Ultimately, hypothesis 2 was not supported due to the rejection of a three-factor solution.

Research Question 3

The purpose of the third research question was to begin to test for construct validity. In so doing, RQ 3a and RQ 3b addressed two separate analyses that were used to determine convergent validity. RQ 3c addressed the analysis used to obtain divergent validity.

RQ 3a: What is the relationship between CL-MTRS scores and scores on the Therapeutic Reactance Scale?

Hypothesis 3a: As a way to show convergent validity, there will be a moderately significant relationship between CL-MTRS and TRS scores.

This first sub-question of RQ3 examined the relationship between multicultural training reactance, as measured by the CL-MTRS, and psychological reactance, as measured by the TRS. Therefore, hypothesis 3a was tested by using a Pearson Product-Moment correlation analysis. As such, it was intended for this question to provide an estimate of convergent validity. Shown in Table 7, total scores on the CL-MTRS were correlated with scores on the TRS-verbal, TRS-behavioral, and the total TRS. Though no significant relationship was found on the total TRS or the TRS-behavioral scales, a low significant relationship was found for scores on the TRS-verbal ($r = .17$, $p < .05$) to CL-MTRS scores. As a result, hypothesis 3a was not supported.

Table 7

Pearson Correlations for Study Instrumentation

Instruments	1	2	3	4	5	6	7	8
1. TRS-verbal	1.00							
2. TRS-behavioral	.412[**]	1.00						
3. TRS	.772[**]	.897[**]	1.00					
4. MEIM-R E	.128	-.086	.002	1.00				
5. MEIM-R C	.121	-.070	.010	.695[**]	1.00			
6. MEIM-R	.135	-.085	.006	.930[**]	.911[**]	1.00		

Table 7 *(cont)*

Instruments	1	2	3	4	5	6	7	8
7. CL-MTRS	.179[*]	-.124	.000	.159[*]	.072	.128	1.00	
8. M-C Form C	.112	.288[**]	.255[**]	-.145[*]	-.176[*]	-.173[*]	-.133	1.00

Note. N = 194. [**]Correlation is significant at the .01 level/[*]Correlation is significant at the .05 level.

RQ 3b: What is the relationship between CL-MTRS scores and scores on the Multi-Ethnic Identity Measure–Revised (MEIM–R; Phinney & Ong, 2007)?

Hypothesis 3b: As a way to show convergent validity, there will be a moderately significant relationship between CL–MTRS and MEIM–R scores.

A Pearson Product-Moment correlation analysis was used to test hypothesis 3b. Subsequently, the relationship between multicultural training reactance and ethnic identity, as measured by the MEIM-R, was explored. The purpose of this question was also intended to provide an estimate of convergent validity. Shown in Table 7, total scores on the CL-MTRS were correlated with the total MEIM-R and its subscales (MEIM-R Exploration and MEIM-R Commitment). No significant correlations were found for the total MEIM-R scale or the MEIM-R C. subscale. Findings however did indicate a low significant relationship between scores on the MEIM-R E. subscale ($r = .15, p < .05$) and CL-MTRS total scores. Hence, hypothesis 3b was not supported.

RQ 3c: What is the relationship between CL-MTRS scores and scores on the Marlowe-Crowne Short Form (M-C Form C)?

Hypothesis 3c: As a way to show divergent validity, there will be a low to moderate non-significant relationship between CL-MTRS and M-C Form C scores.

Divergent validity was tested by correlating participants' responses to multicultural training reactance and using the *Marlowe-Crowne Social Desirability Short Form* (M-C Form C). Hypothesis 3c was tested by using a Pearson Product-Moment correlation analysis. Shown in Table 7, total scores on the CL-MTRS and the M-C Form C were examined to determine if participants were responding in a socially desirable manner. Findings indicated that total scores on the CL-MTRS were not significantly correlated with scores on the M-C Form C. Therefore, hypothesis 3c was supported.

In addition, correlations between scores on the TRS, MEIM-R, and subscales of both were examined for social desirability. As depicted in Table 7, there was no significant relationship between scores on the TRS-verbal and scores on the M-C Form C. However, there were low significant correlations between M-C Form C scores and the TRS-behavioral, the total TRS, MEIM-R E., MEIM-R C., and the total MEIM-R scales, with absolute values ranging from .14 to .28 (*TRS Behavioral r* (194) = .28, *p* < .01; *TRS Total r* (194) = .2, *p* < .01; *MEIM-R Exploration r* (194) = -.14, *p* < .05; *MEIM-R Commitment r* (194) = -.17, *p* < .05; *MEIM-R Total r* (194) = -.17, *p* < .05). As such, social desirability did not appear to have a substantial impact on participant responses on the aforementioned scales.

Research Question 4

The purpose of the fourth research question (RQ 4a–RQ 4d) was to examine CL-MTRS scores across participant characteristics (i.e., age, ethnicity, and gender), participant perceptions of multicultural training components (which was assessed through Items 11 – 15 of the demographics questionnaire located in Appendix J), and overall

course satisfaction. Inferential statistics generally are not appropriate for testing

hypotheses in an exploratory study (Costello & Osborne, 2005). However, independent

sample *t*-tests were used to explore group mean differences in multicultural training

reactance scores, measured by the CL-MTRS, for research question 4a–4d. Levene's test

of homogeneity of variance indicated that the variance for all groups was equal.

Additionally, Cohen's *d* was calculated for all significant differences found using

Becker's (2000) effect size calculator, which yielded a moderate effect for all findings.

Table 8 displays all results for research question 4.

RQ 4: Are there differences in CL-MTRS mean scores across participants' age, gender,

ethnicity, perception of multicultural training components (i.e., content, course processes,

and instructor), and overall course satisfaction?

Hypothesis 4a: Men will have significantly higher mean CL-MTRS scores than women.

An independent *t*-test was used to examine whether there was a significant mean

difference between men and women's multicultural training reactance scores. Although

men did have higher mean CL-MTRS scores ($n = 25$, $M = 45.56$, $SD = 14.64$) than

women ($n = 168$, $M = 43.39$, $SD = 12.17$), the findings did not yield a significant

difference. As a result, hypothesis 4a was not supported.

Hypothesis 4b: Younger (ages < 34) participants will have significantly higher mean

CL-MTRS scores than older participants.

In order to use an independent *t* test to examine differences for age and

multicultural training reactance scores, age groups were collapsed into two categories

representing participants 34 years and younger and those 35 years and older. As depicted

in Table 8, the youngest age group ($\leq$ 34) reported higher CL-MTRS scores ($n = 163$, $M = 44.39$, $SD = 12.29$) than the older age group ($\geq$ 35; $n = 31$, $M = 39.74$, $SD = 12.86$); however, statistical significance was not achieved. Subsequently, hypothesis 4b was not supported. Therefore, a statistically significant difference in multicultural training reactance was not present between the different age groups.

Hypothesis 4c: Participants of color will have significantly lower mean CL-MTRS scores than Caucasian participants.

To answer hypothesis 4c, an independent t test was conducted to examine CL-MTRS mean scores across ethnicity. Persons of color, which consisted of African American, Indian, Latina/Latino, Native American, Asian American, Multi-racial, and individuals identifying as Other, had lower mean CL-MTRS scores ($n = 53$, $M = 40.84$, $SD = 13.79$) than did Caucasian participants ($n = 141$, $M = 44.70$, $SD = 11.81$). However, group mean differences between Caucasians and persons of color yielded a non-significant difference of .054 ($t(192) = -1.935$, $p = .054$). This result demonstrates that although Caucasian participants reported higher levels of multicultural training reactance than did persons of color, it was not a statistically meaningful finding. As such, hypothesis 4c was not supported.

Hypothesis 4d: Participants who rate multicultural training components (instructor, course processes [i.e., assignments/activities], course content [i.e., topics/subjects]), and the overall course satisfaction as ineffective, will have significantly higher CL-MTRS mean scores.

Initially, participants were asked to respond to items using a six-point Likert scale ranging from *extremely effective* to *extremely ineffective*. However, results revealed that some response categories had far too few cases (i.e., participants) assigned to analyze in a meaningful way. Therefore, the six response categories were re-sorted into two groups, the first was labeled *effective* and the second *ineffective*. The *effective* group consisted of all cases that originally selected extremely effective, effective, or slightly effective. Similarly, the *ineffective* group consisted of all cases that originally selected extremely ineffective, ineffective, or slightly ineffective.

As depicted in Table 8, six multicultural training components yielded significant findings after Independent *t*-tests were run for 20 variables. Due to the large amount of statistical tests being performed simultaneously, Bonferroni's correction was calculated and applied by lowering the significance value below .0025 in order to reduce Type I error. Significantly higher CL-MTRS mean scores were found for participants who rated the following variables *ineffective* versus those who did not: interactive process (i.e., class discussions and role-plays), content on privilege, gender identity, and racism/discrimination, the instructor's ability to provide a safe environment, and the overall course satisfaction. Moreover, all significant findings yielded a moderate effect size (.47 - .70), indicating good statistical strength, with adequate power (.39 - .80). Given that six out of twenty variables had significant findings, hypothesis 4d was partially supported.

Table 8

Independent Samples t-Test for Mean CL-MTRS Scores by Groups (N = 194)

Variable	Older			Younger				N/A		
	n	*M*	*SD*	*n*	*M*	*SD*	*t (df)*	*n*	*Power*	*d*
Age	31	39.74	12.86	163	44.39	12.29	1.91 (192)	-	-	-

Variable	Person of Color			Caucasian				N/A		
	n	*M*	*SD*	*n*	*M*	*SD*	*t (df)*	*n*	*Power*	*d*
Ethnicity	53	40.84	13.79	141	44.70	11.81	-1.93 (192)	-	-	-

Variable	Women			Men				N/A		
	n	*M*	*SD*	*n*	*M*	*SD*	*t (df)*	*n*	*Power*	*d*
Gender	168	43.39	12.17	25	45.56	14.64	-.806 (191)	-	-	-

Variable	Effective			Ineffective				N/A		
	n	*M*	*SD*	*n*	*M*	*SD*	*t (df)*	*n*	*Power*	*d*
PROCESS										
Didactic	184	43.26	12.24	9	53.33	13.38	-2.39 (191)	-	-	-
Interactive[*]	177	42.75	12.11	13	54.15	11.56	-3.28 (188)	2	.39	-.47
Experiential	155	42.98	12.31	10	50.90	14.86	-1.94 (163)	28	-	-
CONTENT										
Racial Identity	180	43.28	12.37	12	50.83	12.42	-2.04 (190)	1	-	-
Privilege[*]	169	42.20	11.56	19	54.52	13.20	-4.34 (186)	4	.68	-.63

Table 8 *(cont)*

Variable	Effective			Ineffective				N/A		
	n	*M*	*SD*	*n*	*M*	*SD*	*t (df)*	*n*	*Power*	*d*
MCCs	170			15				8	-	-
Sexual Orientation	166			17				10	-	-
Disability	151			24				18	-	-
Gender Identity[*]	167			14				12	.42	-.49
SES	171			14				8	-	-
Racism/Discrim.[*]	177			13				3	.49	-.52
Refugee/Immig.	136			37				20	-	-
Social Justice	150			23				20	-	-
Culture Groups	170			15				8	-	-
INSTRUCTOR										
Flexibility	181			12				-	-	-
Safe Environment[*]	170			23				-	.80	-.70
Sharing	181			12				-	-	-
Linking	171			22				-	-	-
Effectiveness	172			21				-	-	-

Variable	Satisfied			Unsatisfied				N/A		
	n	*M*	*SD*	*n*	*M*	*SD*	*t (df)*	*n*	*Power*	*d*
Overall Satisfaction[*]	163	42.04	11.6	30	52.9	13.07	-4.61 (191)	-	.73	-.66

Note: All variables have N=194, except for Age and Ethnicity, when combined with n for N/A and missing value(s).
N/A = Not applicable
p < .0025

Summary

In this chapter, results of the current study were presented. Sample demographics were described, descriptive statistics and reliabilities of all instruments were provided, and results of research questions were provided. Finally, results of hypothesis tests are reported. Hypotheses 1 was supported. Hypotheses 2, 3a, and 3b were not supported. Hypotheses 3c was supported. Hypotheses 4a, 4b and 4c were not supported. Lastly, hypothesis 4d was partially supported. In the next chapter, interpretations and limitations of the results, implications of the research findings, and directions for future research are discussed.

CHAPTER V

DISCUSSION

The main purpose of this study was to present a comprehensive definition of multicultural training reactance by which a reliable and valid measure would be developed. Exploratory factor analysis revealed that indeed the presumed three subscale structure of the newly created Crowell-Lowery Multicultural Training Reactance Scale (CL-MTRS) was suitable. In this chapter, findings of the examination of the instrument's factor structure and related analyses are discussed. Limitations of the study and implications for training in counselor education and supervision are provided. Lastly, recommendations for future research are suggested.

Overview of the Study

The main purpose of this study was to (a) present a new definition of multicultural training reactance and (b) create a valid and reliable instrument that would assess the construct. Although strategies have been recommended to address resistance within multicultural training (e.g., Kim & Lyons, 2003; Mio & Barker-Hackett, 2003; Tromski & Dotson, 2003), they have not been empirically researched. In essence, the current training methods employed could potentially fail since they lack empirical support. Thus, there existed a need for a theory-driven evaluation tool to examine the effectiveness of these strategies. Psychological reactance presented a framework that provided an understanding of the resistance that took place within multicultural training (Mio &

Awakuni, 2000). Moreover, it has been more than 20 years since psychological reactance

of counselors-in-training was investigated (Tracey et al., 1989). Also, because variations

in outcomes (i.e., multicultural competence, racial identity, prejudice, etc.) could not be

explained by current training interventions (Smith et al., 2006), it was necessary to create

a measure that could assess for the influence of multicultural training reactance.

As it stands, the change process that is expected to occur within courses on

culture and diversity (Sammons & Speight, 2008) could be hindered by multicultural

training reactance. Consequently, the development of the CL-MTRS was intended to

address these concerns through conceptualizing multicultural resistance using the

theoretical framework of psychological reactance, thereby providing a measure of

multicultural training reactance. As such, a six step test construction method was

instituted that consisted of 1) a review of the literature, 2) item creation, 3) revision of

items, 4) student and expert review of items, 5) piloting items, and 6) performing

reliability and validity analyses with master's level counselor education students.

Questions were asked in the study to examine the effects of general psychological

reactance, cultural identity, course content, course processes, and the course instructor on

participants' reactance scores.

Results of the present investigation were presented in chapter IV, wherein five

hypotheses were supported, two hypotheses were partially supported, and no support was

found for two hypotheses.

Summary of Findings

The current study provided a number of findings worth noting. In this section, a discussion of the results is presented. Implications for training are offered later in the chapter.

Research Question 1

The fundamental objective of this current investigation was to develop and present a reliable and valid measure of multicultural training reactance. As a first step, it was hypothesized that the CL-MTRS would have acceptable internal consistency. Results of factor analyses, which are described below in the discussion of research question 2, revealed that the 19-Item CL-MTRS had a reliability coefficient of .86. Not only was the hypothesis supported and the CL-MTRS found to be a reliable instrument, but the remaining study instruments (i.e., TRS, MEIM-R, and M-C Form C) also yielded good reliability (α's ranged from .74 to .90). Therefore, there is assurance that sound results were obtained in the testing of hypotheses for the remaining research questions.

Research Question 2

The CL-MTRS was developed based on the premise that multicultural training reactance can manifest in three ways (cognitively, affectively, and behaviorally). Hence, the objective of exploring the factor structure of the CL-MTRS was to examine its underlying structure in order to evaluate its alignment with how the instrument was originally conceived. It was hypothesized that the items created for the measure would yield a three-factor solution. Furthermore, it was expected that the three resulting factors would correspond with the three manifestations of reactance described above.

Ultimately, results of the exploratory factor analysis yielded a one-factor solution that could be best interpreted. Yet, the amount of variance accounted for by the factor solution was less than desirable.

The one-factor solution best explained the underlying structure of the CL-MTRS. The 19 items on the factor reflected *cognitive*, *affective*, and *behavioral* reactance, all of which aligned with the study definition of multicultural training reactance. Moreover, the previous research of Watt and colleagues (2009) further emphasized how students within multicultural training not only exhibited cognitive, affective, and behavioral reactance, but it also differed according to certain multicultural topics such as racial and ethnic identity, sexual orientation, disability, etc. The eight *expressions* or types of reactance that captured students' responses to these multicultural topics were identified as Denial, Deflection, Rationalization, Intellectualization, Principium, False Envy, Minimization, and Benevolence. Interestingly, when a topic initiated feelings of discomfort, students attempted to avoid these feelings by responding in a manner consistent with one of the eight *expressions*. How these expressions were influenced by the instructor and the training environment was not addressed, but is presumed to be highly relevant given other literature on reactance.

As previously discussed, the single factor possessed a satisfactory reliability estimate ($\alpha = .86$). However, the primary limitation drawn from the factor analysis is the amount of variance explained by the one-factor solution (25%). As such, salient data was lost in reducing the initial 22 items. In consideration of the amount of variance explained by the factor solution, this limitation should be viewed within the context of other

instruments related to psychological reactance due to the lack of multicultural training

reactance instruments available. Dowd et al. (1991) conducted a factor analysis on the

TRS and reported how 26% of the variance was accounted in 28 items with a two-factor

solution. Tucker and Byers (1987) reported similar findings when they conducted a

factor analysis on Merz's (1983) 18-item Questionnaire for the Measurement of

Psychological Reactance (QMPR) and revealed that a two-factor solution was accounted

for by 21% of the total variance. The total variance explained by the factor structures of

the TRS and the QMPR are comparable to the CL-MTRS. Given this, the CL-MTRS can

be considered a promising and statistically strong measure of multicultural training

reactance in spite of the minimal amount of variance explained by the resulting factor

solution.

Research Question 3a

Psychological reactance, as measured by the TRS, was not found to be correlated

with multicultural training reactance. In order to establish convergent validity, as

intended in research questions 3a and 3b, a measure must correlate well with other

measures believed to assess the same construct (Kaplan, 1997). Given the fact that the

CL-MTRS is the first measure of multicultural training reactance grounded in

psychological reactance theory, no previous research is available for comparison. It is

important to note that the verbal subscale of the TRS was somewhat more revealing.

Although the significance of the TRS verbal subscale correlation was insubstantial ($r = .15$, $p < .05$), there was a positive relationship between verbal reactance and multicultural

training reactance. Presumably, this finding is an indication that multicultural training

reactance manifests somewhat differently than general psychological reactance.

Research Question 3b

In spite of the absence of related investigations and other available measures of

multicultural training reactance, the CL-MTRS was developed with the understanding

that reactance can be influenced by one's level of cultural identity. Therefore, in order to

provide another measure of convergent validity it was necessary to examine the

relationship between the two. Consequently, ethnic (cultural) identity, as measured by

the MEIM-R, was not found to be correlated with multicultural training reactance.

However, the *exploration* subscale of the MEIM-R had a significant yet insubstantial ($r =$

$.15$, $p < .05$) positive relationship with multicultural training reactance. This finding is

suggestive of the potential for increased reactance as an individual learns and reflects

more on information and experiences that are linked to identifying with a certain ethnic

group. Clearly, the CL-MTRS is measuring a completely unique psychological construct

and requires the development of comparable measures of multicultural training reactance

to conduct additional validation studies.

Research Question 3c

Hypothesis 3c suggested there would be a low to moderate relationship between

multicultural training reactance and socially desirable responding. There was no

correlation between social desirability and multicultural training reactance. Hence, it

does not appear that participants responded in socially desirable ways. Influential

variables of social desirability, as it relates to multicultural training reactance, were found

from a review of the psychological reactance literature. Hellman and McMillin (1997) suggested that individuals with high levels of self-esteem may also report moderate reactance levels because they are not so easily swayed from their convictions. If participants report lower levels of multicultural training reactance this could be an indication of slightly less self-esteem and more concerned with how their responses would be perceived from others; thus, they strive to respond in a more socially acceptable manner.

Certain personality traits can also influence social desirability. In a previous study, The NEO Personality Inventory-Revised (NEO-PI-R) was used to show that psychological reactance had a relationship between Agreeableness, Openness, and Extraversion (Buboltz et al., 2003). Because of these findings, researchers surmised that reactant individuals will feign comfort within social situations due to their anxiety. Given this, assessing for social desirability in subsequent research is deemed warranted due to that fact that participants with high anxiety could also have high social desirability which in turn causes them to minimize their degree of multicultural training reactance.

Research Question 4a

Hypothesis 4a was not supported given that men did not have significantly higher multicultural training reactance mean scores than did women. Though no other studies of multicultural training reactance are available for comparison, investigations on general psychological reactance reported how men had significantly higher psychological reactance scores than women (Seeman et al., 2004; Woller et al., 2007). It is possible that the homogeneity of the sample (i.e., only 12.9% male) influenced this result.

Research Question 4b

Hypothesis 4b was not supported in the fact that younger participants (age $\leq$ 34) did not have significantly higher multicultural training reactance mean scores than did older participants. Earlier investigations on psychological reactance and age indicated that younger individuals are usually more reactant. Age was a significant variable in a previous study where researchers found that as individuals became older they learned how to better prioritize and exercise freedoms (Hong et al., 1994). Woller and colleagues (2007) reported a more complex finding in that younger participants' were more reactant on the behavioral reactance and total TRS scales; however, older participants had higher overall mean levels of reactance than younger participants. The outcome in this study also could be influenced by the lack of sample diversity, given that 84% of participants fell within the "younger" category (age $\leq$ 34).

Research Question 4c

Hypothesis 4c was not supported in the fact that participants of color did not have significantly lower multicultural training reactance mean scores than did Caucasian participants. Previous investigations examining the influence of ethnicity on psychological reactance revealed that African Americans and Hispanic/Latino participants had significantly higher psychological reactance scores than did Caucasians (Seeman et al., 2004; Woller et al., 2007). Persons of color in this investigation made up 27.3% of participants, suggesting that the sample consisted of sufficient ethnic diversity to obtain meaningful results.

Findings from research questions 4a-c, which are clearly in conflict with previous results from the psychological reactance research, suggests that participants' responses to perceived threats within multicultural training may differ from their typical response style based on personality. In effect, it could be presumed that reactance to multicultural elements will not only manifest differently but also occur to a different degree than in other contexts.

Research Question 4d

Partial support for hypothesis 4d was obtained from the examination of participants' multicultural training reactance and how they rated multicultural training components. Essentially, participants who gave *ineffective* ratings for interactive course processes and content on privilege, gender identity, and racism/discrimination had significantly higher multicultural training reactance than those who did not. Similarly, participants who gave *ineffective* ratings toward the facilitator's ability to establish a safe environment also had significantly higher multicultural training reactance than those who did not.

Interactive strategies and activities are often used within multicultural training (Guanipa, 2003; Hall & Theriot, 2007; Mama, 2001; Mio & Barker-Hackett, 2003), much like other counselor education courses. The fact that participants who rated interactive course processes as *ineffective* also had higher multicultural training reactance is not surprising. Assumingly, reactance potential increases when the urge to preserve freedoms is at its highest, such as in times when students have requirements that force them out of their comfort zone. Participants who were more reactant in this study

believed that the interactive activities that occurred within their course was ineffective in their training. It is possible that the revealing and unstructured nature (i.e., class discussions/conversations, role-plays) of interactive course processes felt more intrusive; which in turn triggered higher levels of reactance than other processes. In an investigation of changes in students' knowledge, self-awareness, attitudes, and behaviors within multicultural training, didactic and interactive (including experiential) course elements brought about change equally (Sammons & Speight, 2008). Another study indicated that student changes that occurred within multicultural training had less to do with the assignments and processes of learning, and more to do with the learning environment created by the instructor (Priester et al., 2008).

Findings from this present investigation also emphasized the importance of the learning environment within multicultural training. Clearly, individuals who didn't feel safe to explore their beliefs and emotions openly within the classroom, or perceived the instructor to be rigid and unwilling to listen, experienced significantly more multicultural training reactance than others. Given that certain content within multicultural training can be sensitive and provocative, it is especially important that instructors create an atmosphere where sharing and questioning is valued and normalized (Collins & Pieterse, 2007; de Anda, 2007). Instructors also should take advantage of incidents where reactance emerges and use these as opportunities to help students link what they are experiencing to course material (de Anda, 2007). Overall, it appears the influence of the instructor and his/her approach toward creating the learning environment is extremely vital to how students experience the course and will impact the level of students'

reactance within the classroom. It is conceivable that those who rated the instructor ineffective in creating a safe environment also reported dissatisfaction with the overall course.

Lastly, course content (i.e., topics) rated *ineffective* by high reactant participants appeared to have similar characteristics. For example, topics about gender identity, privilege and racism/discrimination can be considered hot-button or edgy topics and thereby can be expected to elicit reactance from students given the perceived risk (or threat) in discussing such an issue.

Upon reflection of the findings of all research questions presented above, there is adequate support of the study definition of multicultural resistance (i.e., multicultural training reactance). Not only did factor analyses results demonstrate evidence of a structure that embedded cognitive, affective, and behavioral manifestations, but additional analyses supported the fact that the type of content, processes of learning, and the influence of the instructor (i.e., facilitator) will impact the emergence of multicultural training reactance.

Limitations of the Study

Although steps were taken to minimize threats to the validity of the current study, it is important to address the limitations that could potentially impact the results. Threats to internal validity included the use of self-report data and a researcher developed instrument. Threats to external validity included potential differences between those who chose to participate in the study and those that did not, a homogeneous sample that possessed minimal cultural diversity, and the lack of a random sampling method.

Implications for Training

Of the 194 master's level counseling students surveyed for this study, the majority

were Caucasian women under the age of 35 (56.7%, $n = 110$). Not only did the

homogeneity of the sample inevitably impact the results of this investigation, but it also

points to the fact that the lack of diversity can influence the experiences students have

within training (Coleman et al., 1999; de Anda, 2007). Hence, counselor educators

would do well to diversify the cultural composition of the classroom in order to enhance

the learning experience (de Anda, 2007) and prevent ignorance about the culturally

different (Constantine et al., 2004). Furthermore, multicultural training reactance may

manifest differently and for different reasons based on the cultural background of the

student (Coleman et al., 1999; Jackson, 1999). Including the CL-MTRS as a self-

assessment within training could serve as a first step in evaluating these distinctions,

which ultimately could lead to the establishment of evidenced-based practices in

managing multicultural training reactance.

The *Social and Cultural Diversity* curricular area that accredited counselor

education programs are required to follow includes an emphasis on specific content areas

(CACREP, 2009). Similar to the results of this study, the literature has pointed to

circumstances where certain topics discussed within training can initiate the emergence

of multicultural training reactance more so than others (Constantine et al., 2004; Watt et

al., 2009).

Attention to the manner in which this content is delivered within training is also

important for instructors to consider. One study suggested that didactic strategies such as

readings, films, and videos can be as effective in promoting student change as interactive strategies such as role-plays, class discussion, and clinical activities (Sammons & Speight, 2008). Yet, another investigation supported the notion that students find more meaning from experiential activities and guest speakers (Malott, 2010). Instructors would do well to combine several different strategies to account for the needs of diverse students. However, no matter what strategy is employed, it is possible that changes in reactance have more to do with the training environment created by the instructor than anything else (Priester et al., 2008).

Much of what is known to help manage students' reactance has to do with the influence of the instructor. This current investigation echoed this sentiment by yielding significant statistical findings that showed multicultural training reactance scores were influenced by instructor characteristics. Therefore, instructors should consider how self-disclosing their own cultural challenges can help students manage their reactions (Sue et al., 2009) and also normalize its occurrence. Likewise, de Anda (2007) noted that instructors who are flexible in their teaching role, promote a safe training environment, link resistant [reactance] interactions in the classroom to the course material, and have experienced living or operating in more than one culture will significantly influence student reactions.

Suggestions for Future Research

The results of this study have provided greater awareness of how multicultural training reactance can be understood, while also highlighting areas that require additional

inquiry. This would include utilizing various research designs and examining what brings about change in one's level of multicultural training reactance.

Certainly, further validation studies of the CL-MTRS are necessary prior to using the instrument within training and supervision environments. These investigations would be greatly benefited by obtaining samples that have equally represented cultural groups in order to present more generalizable results. Additionally, it would be advantageous to obtain qualitative data regarding the experiences of counselors-in-training and counselor educators teaching multicultural courses. Such investigations could render salient aspects of the construct of multicultural training reactance which could ultimately underscore practices that contribute to and/or diffuse reactant responses. Moreover, the experiences and perceptions of training for different groups (i.e., age, gender, and ethnicity) of counselors – in – training could be distinguished.

Throughout the literature, researchers (Buboltz et al., 1999; Dowd & Wallbrown, 1993; Dowd et al., 1994) have debated whether reactance should be classified as an individual trait. Therefore, a likely next step for additional research would be to investigate whether multicultural training reactance is dependent on situations and circumstances (state), an individual personality construct (trait), or a combination of both.

In order for the CL-MTRS to be used as a self-assessment tool, additional examinations that distinguish between individuals with low, moderate, and high levels of reactance are warranted. In so doing, studies centered on uncovering how multicultural training reactance influences (a) variations in multicultural training outcomes/MCCs (Montoya, 2006), (b) the prevalence of racial microagressions (Arredondo, 2003;

Constantine, 2007), and the (c) experiences and perceptions of trainees' related instruction (i.e., fieldwork, supervision) (e.g., Lassiter et al., 2008; Magyar-Moe et al., 2005) are sure to enhance the interpretation of assessment results.

Additional investigations that examine what brings about change in the level of multicultural training reactance would be of great benefit within counselor education. Specifically, Sammons and Speight (2008) alluded to using Prochaska and DiClemente's Transtheoretical model and stages of change within multicultural training. Also, the influence of the instructor, including his or her teaching style, cultural background, and personal experiences, would impact the level of resistance (e.g., de Anda, 2007; Sue et al., 2009; Tummala-Narra, 2009). Furthermore, the types of course activities (i.e., interactive, didactic, or reflective) has been linked to trainee's changes within multicultural training (Sammons & Speight, 2008). Conversely, some researchers have noted that change may have more to do with the actual learning environment than any specific interventions or activities within training (Priester et al., 2008). Therefore, research is needed to explore how the model's processes of change, characteristics of the instructor, type of course activities, and the training environment can be applicable to reducing trainee's multicultural training reactance. Certainly, these investigations would be enhanced by pre-post research designs. Lastly, the trainee's level of cultural identity has been linked to their responses within multicultural training (Arredondo, 2003). Subsequently, future directions for research should include exploring whether changes in the stage of cultural identity predict changes in multicultural training reactance.

Conclusion

The establishment of construct validity is an ongoing process. As such, validation of the 19-item CL-MTRS should be tested using various approaches. Future studies are needed to examine the usefulness of the CL-MTRS as a measure of multicultural training reactance. In so doing, training practices and methods of developing cultural sensitivity would yield counselors that are more effective in working with diverse clients. This in turn would promote equitable service provision, more satisfaction with counseling, and better follow-up rates of culturally diverse clients.

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Zalaquett, C. P., Foley, P. F., Tillotson, K., Dinsmore, J. A., & Hof, D. (2008). Multicultural and social justice training for counselor education programs and colleges of education: Rewards and challenges. *Journal of Counseling and Development, 86,* 323-329.

APPENDIX A

EXPERT RATER EVALUATION PACKET

Dear Counselor Educator,

I am a counselor education doctoral student currently designing a study examining the occurrence of resistance within multicultural training. Instructors of multicultural courses often report oppositional student behavior and the need for effective strategies in dealing with it in the classroom. In an effort to provide evidenced-based strategies, I am developing an instrument to assess multicultural resistance. My dissertation committee chair, Dr. L. DiAnne Borders, and myself are eager to obtain your response due to your expertise in the area of multicultural training.

Enclosed you will find the following: 1) evaluation instructions, 2) a current draft of the measure, 3) an item matrix form, and 4) a form to provide additional feedback. In particular, I am interested in determining if there are occurrences of multicultural resistance that are not represented in the measure based on your expertise and experience as a counselor educator. If so, please share those with me. Your evaluation will take approximately 30 minutes. After consulting with the Internal Review Board at UNCG, we were informed that a formal IRB is not required since you are being asked to give feedback on its construction and content rather than give responses to the items *per se*.

I'd like to extend my gratitude in advance for your assistance. I truly appreciate your support as I work toward completing my dissertation research. I certainly will acknowledge your help in the dissertation document. In addition, I would be glad to send you a summary of the results of the dissertation study. Simply indicate your interest at the bottom of the additional feedback form.

Your response is requested **ASAP,** and should be faxed to **336-334-3433** to the attention of

> Ms. Robyn Crowell Lowery
> Department of Counseling and Educational Development
> The University of North Carolina at Greensboro

A stamped self-addressed envelope has been provided for your convenience. Should you have any questions, please feel free to call me at (336) 315-5534 or email at robyndiss@gmail.com.

Sincerely,

Robyn Crowell Lowery, M.A., CRC

Doctoral Student
Department of Counseling and Educational Development
The University of North Carolina at Greensboro

Evaluation Instructions

I. Instructions for Evaluating the Items

Please evaluate the enclosed measure by following the steps below. Remember, you are not being asked to respond to the items on the measure, but rather to provide feedback on their suitability.

Step 1: Appropriateness

Take the draft of the measure located on page 2 and, beginning with item 1, rate how appropriately the item represents an occurrence of multicultural resistance:

4 = Very Appropriate, 3 = Appropriate, 2 = Inappropriate, and 1 = Very Inappropriate

Place your rating in the column to the left of item #1 with the heading **(A) for** Appropriateness. **Repeat the same process for items 2 – 26.**

Step 2: Clarity

Beginning with item 1, rate how clearly the item is written:

4 = Very Clear, 3 = Clear, 2 = Unclear, and 1 = Very Unclear

Place your rating in the column to the left of item #1 with the heading **(C) for Clarity.** **Repeat the same process for items 2 – 26.**

Step 3: Edginess

Beginning with item 1, rate how edgy (*like a hot-buttoned topic*) the issue is described in the item:

4 = Very Edgy, 3 = Edgy, 2 = Non-Edgy, and 1 = Very Non- Edgy

Place your rating in the column to the left of item 1 with the heading **(E) for Edginess.** **Repeat the same process for items 2 – 26.**

II. Instructions for Completing the Item Matrix

Items for this measure of multicultural resistance were developed with the understanding that resistance can be manifested by students in three ways: *cognitively, affectively, and behaviorally*. In addition, students can be resistant toward three targets: *course content, course processes, or the course facilitator/instructor.* This model for scale construction is represented on page 3.

Each item was written to reflect one of the squares/boxes/cells in the matrix. In this second phase of the evaluation, you will help us determine how well the items reflect the matrix.

Take the draft of the measure located on pages 2 and, beginning with item 1, first determine if the item is representing a cognitive, affective, or behavioral *type* of resistance. Then determine if the item is *targeted* toward the course content, process, or facilitator. Once you have made these two decisions, write *1* (for item one) in the cell that corresponds to the appropriate *type* and *target* of resistance. **Repeat the same process for items 2 – 26.**

For example: Suppose the measure included an item 27: *"I don't believe that there is such a thing as white privilege." T*his statement represents a cognitive *type* of resistance *targeted* toward the course content. See how this item is placed in the appropriate cell on the matrix located on page 3.

III. Instructions for Completing the Additional Feedback Form
Please read each question carefully and provide the appropriate response.

Initial Item Pool
(Please refer to the instructions on page 1)

A	C	E	ITEMS
			1. The topics we cover in the course are very relevant to my education.
			2. ███████████████████████████
			3. ███████████████████████████
			4. ███████████████████████████████████
			5. ███████████████████████████████
			6. ████████████████████████████
			7. ███████████████████████████████
			8. I fully expect the instructor to reprimand anyone that creates hostility, tension, or uneasiness in the classroom.
			9. ████████████████████████████
			10. ████████████████████████████
			11. ███████████████████████████
			12. ███████████████████████████
			13. ███████████████████████████
			14. ███████████████████████
			15. ███████████████████████████████
			16. ██████████████████████████
			17. ███████████████████████████
			18. My instructor reminds me of someone I knew before.
			19. ███████████████████████████████
			20. ██████████████████████████
			21. ██████████████████████
			22. ███████████████████████████████
			23. ████████████████████████
			24. █████████████████████████████
			25. ██████████████████████████
			26. ██████████████████████████

Item Matrix
(Please refer to the instructions on page 1)

(Type)

	COGNITIVE	AFFECTIVE	BEHAVIORAL
CONTENT	*Example: #27*		
PROCESS			
FACILITATOR			

(Target)

Additional Feedback
(Please refer to the instructions on page 1)

1. Have you taught a course on diversity and culture? If so, how many times have you taught such a course?

2. Students will use a 4-pt Likert scale in completing the measure. Which anchors do you believe are most appropriate (circle the letter of your response):
   A) Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4,
   B) Most Unlike Me = 1, Unlike Me = 2, Like Me = 3, and Most Like Me = 4, or
   C) a hybrid of both A and B.
   Please list any additional suggestions.

3. Are there any items that you believe should be omitted? Is so, please explain.

4. Are there any examples of multicultural resistance that you believe are missing from the scale? Is so, please provide as many as you can think of.

5. Please provide additional comments regarding any aspects of the scale.

___*Please send me a summary statement of your dissertation study results. Send this to the following email or other address:*
Thank You!

APPENDIX B

MEAN RESULTS FROM EXPERT EVALUATION OF INSTRUMENT *(N = 5)*

A	C	E	ITEMS
3.8	3.8	1.2	1. The topics we cover in the course are very relevant to my education.
3.4	3.2	3.2	2.
3.8	3.8	1.8	3.
3.8	3.8	3	4.
3.8	3.6	2.6	5.
3.2	3.4	1	6.
3.6	3.4	**3.6**	7.
3.2	3.4	2.8	8. I fully expect the instructor to reprimand anyone that creates hostility, tension, or uneasiness in the classroom.
3.2	3.2	3	9.
3.2	3.4	2.6	10.
4	3.6	**3.4**	11.
3.8	3.8	**3.6**	12.
3	3.4	2.2	13.
3.4	3.4	2.4	14.
3.2	3.8	2.4	15.
3.2	3.2	1.6	16.
3.4	3.8	1.8	17.
2	3.4	1.8	18. My instructor reminds me of someone I knew before.
2.4	3.4	2.2	19.
3.6	4	**3.6**	20.
3	3.8	1.8	21.
3.6	3.8	1.6	22.
3.4	3.6	1.2	23.
3	3.4	2.2	24.
3.2	3.6	2.2	25.
3	3.8	2.6	26.

Item Matrix
(Results from Expert Raters) *N=5*
Items in Red = 5 raters agree Items in Blue = 4 raters agree Items in Green = 3 raters agree
Items in bolded italicized ( ) = researcher-placed

(Type)

	COGNITIVE	**AFFECTIVE**	**BEHAVIORAL**
CONTENT	*Example: #27* **Item 1: 4x's** **Item 2: 3x's** **Item 3: 3x's** **Item 6: 3x's** Item 26: 1x ***(Items 1, 2, 3)***	Item 10: 2x's **Item 11: 3x's** Item 12: 1x Item 14: 2x's ***(Items 10, 11, 12)***	Item 1: 1x Item 3: 1x **Item 4: 3x's** Item 6: 1x **Item 20: 3x's** ***(Items 20)***
PROCESS	Item 2: 1x Item 4: 1x **Item 5: 3x's** Item 6: 1x Item 16: 1x **Item 26: 3x's** ***(Items 4, 5, 6)***	Item 2: 1x Item 3: 1x Item 4: 2x's Item 10: 1x Item 11: 2x's **Item 12: 4x's** **Item 13: 4x's** Item 14: 2x's **Item 15: 4x's** Item 16: 1x Item 23: 1x ***(Items 13, 14, 15, 16)***	Item 5: 2x Item 8: 1x Item 13: 1x Item 14: 1x Item 15: 1x **Item 16: 3x's** Item 20: 2x's **Item 21: 5x's** **Item 22: 5x's** **Item 23: 4x's** Item 24: 1x Item 25: 1x ***(Items 21, 22, 23)***

(Target)

(Target)

	COGNITIVE	AFFECTIVE	BEHAVIORAL
FACILITATOR	Item 7: 2x's **Item 9: 3x's** Item 17: 1x **Item 18: 3x's**	**Item 7: 3x's** Item 9: 2x's Item 14: 1x **Item 17: 3x's** Item 18: 2x's Item 24: 1x Item 26: 1x	**Item 8: 3x's** Item 9: 1x **Item 19: 5x's** **Item 24: 3x's** **Item 25: 4x's** Item 26: 1x
	(Items 7, 8, 9)	*(Items 17, 18, 19)*	*(Items 24, 25, 26)*

Additional Feedback

1. Have you taught a course on diversity and culture? If so, how many times have you taught such a course?
   Yes. I teach diversity and culture in all of my courses. I've taught the multicultural course about 6 times. C. Lee taught that course at UMD most of the time.

   1 time

   Yes. At least 30 times since 1982.

   Yes. Approximately, nine time.

   Yes. Three times

2. Students will use a 4-pt Likert scale in completing the measure. Which anchors do you believe are most appropriate:
       A) Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4,
       B) Most Unlike Me = 1, Unlike Me = 2, Like Me = 3, and Most Like Me = 4, or
       C) a hybrid of both A and B.
       Please list any additional suggestions.
   I circled the "A" anchor but, "B" would be more personal! I really like B.

   B to keep the students focus on their own feelings.

   C. I believe both A & B are useful, so I would ask them to first state whether they agree or disagree with the item, and then how well does the item describe them.

   B

   A

3. Are there any items that you believe should be omitted? Is so, please explain.
   #18 – not sure if this item relates to resistance. Are you trying to tap into counter transference? If so, I think the item should be more specific to a person that the responder likes/dislikes, positive/negative feelings about, etc.

Not really, I included some comments on #9 & #16 just to clarify them. In my opinion, the scale is the "right" length given the "edginess" factor or some questions.

No

No

4. Are there any examples of multicultural resistance that you believe are missing from the scale? Is so, please provide as many as you can think of.
   I would include one or two items in what I label "passive-aggressive, justified resistance" such as: My (sense of values, faith) guides my decisions on these topics, this class should teach the facts and not attempt to influence (my, my faith's) established values. Sort of like: "my mind is made up! Don't confuse me with facts" attitude.

   It's interesting to me that you only made reference to sexual orientation in your scale. All the other questions were generally about racism or cultural groups. Is there a rationale for only calling this group out by name? You may want to consider a question related to learning about slavery and black history. In the past, when I have taught this course, some students have expressed confusion about the importance of learning about slavery and the impact that slavery still has for African Americans. Also, may want to consider a question related to knowledge of the Japanese internment during WWII.

   Something that speaks to the way the individual feels about his/her own culture. The effects of assimilation on cultural awareness.

5. Please provide additional comments regarding any aspects of the scale.
   Great scale…I look forward to your research.

   Good luck.

Thank You!

APPENDIX C

PERMISSION FOR PILOT STUDY PARTICIPANTS

Harris, Hank hharris2@uncc.edu
To Robyn Lowery robyndiss@gmail.com

dateTue, Jul 7, 2009 at 11:53 AM
subjectRE: Update on Multicultural Training Study
mailed-byuncc.edu

hide details 7/7/09

Greetings Robyn,

I will invite the 32 students enrolled in my Multicultural Counseling Class to participate
in your proposed study. If you have questions, feel free to contact me.

H. L. Harris, Ph.D., LPC
Associate Professor
Department of Counseling
UNC-Charlotte
Charlotte, NC 28223
(704) 687-8971
---------- Forwarded message ----------
From: **Jose A. Villalba JAVILLAL** <javillal@uncg.edu>
Date: Sun, Nov 1, 2009 at 1:10 PM
Subject: Re: Fwd: Minor Concern about Dissertation Study
To: Robyn Crowell Lowery <robyncro@gmail.com>
Cc: ldborder@uncg.edu

Okay, here's what I can do. Monday the 9th would be a good time to come.
I'll save 20 minutes at the end of class (from 11:30-11:50) for you to come
it. That will leave you about 5-7 minutes to do intro/instructions and then
12-15 minutes to do the instrument. Will that work. Also, you can have the
same about of time and time slot on 11/23 for the retest. That's the only
schedule that will work based on the time of year. I understand this may
not leave you the time you need before your defense so let me know if it
won't work. And there are a total of 31 students in my class.

jav
José A. Villalba, PhD, NCC
Associate Professor

Department of Counseling and Educational Development
PO Box 26170 Greensboro, NC 27402-6170 334-3431 (work) 334-3433 (fax)
javillal@uncg.edu

APPENDIX D

PILOT CONSENT FORM

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM

Project Title: Student Counselor Experiences in Courses on Culture and Diversity
Project Director: Robyn Crowell Lowery, MA, CRC

DESCRIPTION & EXPLANATION OF PROCEDURES

This project will examine participants' attitudes about their course on culture and diversity. Participants are master's-level counselors-in-training asked to complete a measure describing their experiences in courses on culture and diversity and a demographics questionnaire. All data will be kept for seven years after completion of the study and destroyed thereafter. Electronic data stored on the hard drive will be password protected and destroyed by deleting it from the hard disc. Electronic data on removable discs will be stored in a locked filing cabinet in the Principal Investigator's office and destroyed by breaking the flash drive.

POTENTIAL BENEFITS, RISKS & DISCOMFORTS

This project will help counselor educators understand how to better prepare counselors for working with culturally diverse persons. The findings will inform future research in the area of multicultural training. Also, there are minimal risks associated with participation. Some questions include content that may be considered edgy. The cost of participation is approximately 15 minutes of your time.

Data collection is an anonymous process and the researcher will not collect any identifying information from participants. All information obtained for this project is private and confidential.

Clicking the button below indicates that a participant is age 18 and over is voluntarily consenting to participate. It also indicates that the procedures, risks and benefits involved in this investigation are understood. Please print a copy for record-keeping purposes. Participants are free to decline or withdraw consent for this research at any time without penalty or prejudice. Again participation is entirely voluntary.

The University of North Carolina at Greensboro (UNCG) Institutional Review Board, which insures that research involving people follows federal regulations, has approved the research and this consent form. Questions regarding your rights as a participant in this project can be answered by calling Mr. Eric Allen in UNCG's Office of Research Compliance at 336-256-1482. Questions regarding the research itself will be answered by Robyn C. Lowery at 336-315-5534 or Dr. L. DiAnne Borders at 336-334-3425.

- o   I voluntarily give my consent.

APPENDIX E

PILOT STUDY DEMOGRAPHIC QUESTIONNAIRE

1. Age?

2. Gender?
   - ○ female
   - ○ male
   - ○ Other (please specify) e.g., Intersex

3. Do you have a disability?
   - ○ Yes
   - ○ No

4. What is your ethnicity?
   - ○ African American
   - ○ Asian American
   - ○ Caucasian
   - ○ Indian (of India)
   - ○ Latina/Latino
   - ○ Native American
   - ○ Multi-racial
   - ○ Other (please specify)

5. What is your sexual orientation?
   - ○ Bisexual
   - ○ Gay
   - ○ Heterosexual
   - ○ Lesbian
   - ○ Other (please specify)

6. What is your religious or spiritual affiliation?
   - ○ Agnostic
   - ○ Atheist
   - ○ Buddhism
   - ○ Christianity
   - ○ Hinduism
   - ○ Islam
   - ○ Judaism
   - ○ Other (please specify)

7. What is the geographical location of your current university?
   - ○ Northwest
   - ○ Midwest
   - ○ Northeast (New England)
   - ○ West
   - ○ Rocky Mountains
   - ○ East

○ Southwest
○ South
○ Southeast
○ Other (please specify)

8. What is the geographical location of where you were raised?
○ Northwest
○ Midwest
○ Northeast (New England)
○ West
○ Rocky Mountains
○ East
○ Southwest
○ South
○ Southeast
○ Other (please specify)

9. Which type of area best describes the location of your university?
○ Rural
○ Suburban
○ Urban

10. Which type of area best describes the location of where you were raised?
○ Rural
○ Suburban
○ Urban

11. Please select the degree you are currently working on?
○ Master's
○ Ed.S.
○ Ed.D.
○ Ph.D

12. What is your major program of study?
○ Community/Mental Health Counseling
○ School Counseling
○ Rehabilitation Counseling
○ Counseling Psychology
○ Counselor Education
○ Couple/Marriage & Family
○ Student Development
○ Other (please specify)

13. Please describe your current progress in the completion of your graduate program.
○ Toward the beginning of my program
○ In the middle of my program
○ Toward the end of my program

14. Does your program offer a specific course that is focused on culture and diversity issues?
○ Yes
○ No

If yes, please list the semester and year that you took or are taking the course on culture and diversity (e.g., Fall 2008).

15. Please indicate the type of assignments/activities included in your course (check as many as apply)
- ○ Journal Writing
- ○ Process groups
- ○ Reaction papers
- ○ Exams/quizzes
- ○ Research papers
- ○ Cultural identity papers
- ○ Attendance at an event where you are the cultural minority
- ○ Interview of a member of a different culture
- ○ Other (please specify)

16. Have you taken any other courses on culture and diversity during your undergraduate studies?
- ○ Yes
- ○ No

If yes, please specify:

17. Have you taken any other courses on culture and diversity during your graduate studies?
- ○ Yes
- ○ No

If yes, please specify:

18. Please indicate the extent to which culture and diversity issues are integrated into other required coursework in your program.
- ○ Not at all integrated
- ○ Somewhat integrated
- ○ Integrated
- ○ Very integrated

APPENDIX F

ORIGINAL AND REVISED CL-MTRS

Based on Pilot Study ©

Item No.	Original Item	Decision	Final Revised Item
1.	The topics we cover in the course are very relevant to my education. (*R*)	**Reworded**	The topics covered in this course are irrelevant to my education.
2.	■■■■■■■■■■■	**Retained**	
3.	■■■■■■■■■■■	**Reworded**	■■■■■■■■■
4.	■■■■■■■■■■■	**Retained**	
5.	■■■■■■■■■■■	**Retained**	
6.	■■■■■■■■■■■	**Reworded**	■■■■■■■
7.	■■■■■■■■■■■	**Retained**	
8.	I fully expect the instructor to reprimand anyone that creates hostility, tension, or uneasiness in the classroom.	**Retained**	
9.	■■■■■■■■■■■	**Removed**	
10.	■■■■■■■■■■■	**Retained**	
11.	At times I feel that I'm reacting to my instructor the same way I reacted to someone I knew before.	**Retained**	
12.	■■■■■■■■■■■	**Reworded**	■■■■■■■■■
13.	■■■■■■■■■■■	**Removed**	

14.		**Removed**	
15.		**Retained**	
16.		**Retained**	
17.		**Retained**	
18.		**Retained**	
19.		**Removed**	
20.		**Retained**	
21.		**Reworded**	
22.		**Reworded**	
23.		**Reworded**	
24.		**Reworded**	
25.		**Reworded**	
26.		**Removed**	
27.		**Removed**	
28.		**Reworded**	

Note: (*R*) *Indicates items reversed for scoring*

APPENDIX G

DEMOGRAPHIC DESCRIPTION OF THE PILOT SAMPLE (*N* = 55)

Variable	Mean	*N*	%
Age	29		
Gender			
Female		47	85.5
Male		8	14.5
Race/Ethnicity			
Caucasian		45	81.8
Multi-racial		3	5.5
African American		2	3.6
Asian American		2	3.6
Native American		2	3.6
Latina/Latino		1	1.8
Disability Status			
No		50	90.9
Yes		5	9.1
Sexual Orientation			
Heterosexual		51	92.7
Bisexual		2	3.6
Lesbian		2	3.6
Religious/Spiritual			
Christian		39	70.9
Other		7	12.7
Agnostic		5	9.1
Buddhism		2	3.6
Islam		1	1.8
Judaism		1	1.8
Geographic Location of Origin			
Southeast		26	47.3
Northeast		8	14.5

Variable	Mean	N	%
Geographic Location of Origin			
East		5	9.1
Midwest		5	9.1
South		4	7.3
Other		3	5.5
North		1	1.8
Type of Location of Origin			
Suburban		37	67.3
Rural		11	20.0
Urban		7	12.7
Major Program of Study			
Community/Mental		25	45.5
School		14	25.5
Couple/Marriage & Family		8	14.5
Student Development		5	9.1
Degree Progress			
Beginning		39	70.9
Middle		13	23.6
End		2	3.6

APPENDIX H

FACTOR LOADINGS FROM PILOT STUDY

Items	**Factor Loadings**	
	Factor I	**Factor II**
1: The topics we cover in the course are very relevant to my education.	.57	
3: ██████████████████████████	.54	
5: ██	.65	
6: ████████████████████████████████	.69	
7: ██	.63	
11: At times I feel that I'm reacting to my instructor the same way I reacted to someone I knew before.		.40
12: ████████████████████████████	.56	
13: ████████████████████████████████	-.51	
14: ████████████████████████████████	.43	
15: ████████████████████████████████		.45
17: ██████████████████	.54	
18: ████████████████████████████	.68	
19: ████████████████████████████████		.50
20: ████████████████████████████████████	.42	
21: ████████████████████████	.43	
22: ████████████████████	.58	
23: ████████████████████████████████	.52	
24: ████████████████████	.55	

25: ██ .50

26: ███████████████████████████████████████ .40

27: ██ .45

APPENDIX I

EXPERT FEEDBACK ON PILOT STUDY FACTORS

Instructions: Please review the items under each factor and list 3 - 5 terms or descriptor that best describes that factor in the space provided. **Text in Blue = rater 1 Text in Green = rater 2**

FACTOR 1	FACTOR 2
The topics we cover in the course are very relevant to my education.	At times I feel that I'm reacting to my instructor the same way I reacted to someone I knew before.
██████████████	█████████
████████████████	████████████
██████████████	██████████████
████████████████	███████████████
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███████████████	
████████████	
███████████	
TERMS/DESCRIPTORS	**TERMS/DESCRIPTORS**
• **Openness**	• **Transference**
• **Questioning**	• **Over identification?**
• **Risk taking**	• **Defensiveness**
Resistance towards people of color	**Reaction formation** **Projection**
Afraid of what others may think of me	**White guilt** **Peer pressure**
Not understanding different worldviews	

I found it difficult to come up with terms to describe each factor. Some of the items even if they are reversed scored do not seem to fit.

APPENDIX J

DEMOGRAPHIC QUESTIONNAIRE

1. Age?
   - ○ 18 – 24
   - ○ 25 – 34
   - ○ 35 – 44
   - ○ 45 – 54
   - ○ 55 and up

2. Gender?
   - ○ Female
   - ○ Male
   - ○ Other (please specify) e.g., Intersex

3. What is your ethnicity?
   - ○ African American
   - ○ Asian American
   - ○ Caucasian
   - ○ Indian (of India)
   - ○ Latina/Latino
   - ○ Native American
   - ○ Multi-racial
   - ○ Other (please specify)

4. Select the degree you are currently working on?
   - ○ Master's
   - ○ Ed.S.
   - ○ Ed.D.
   - ○ Ph.D.

5. What is your major program of study?
   - ○ Community/Mental Health Counseling
   - ○ School Counseling
   - ○ Rehabilitation Counseling
   - ○ Counselor Education
   - ○ Couple/Marriage & Family
   - ○ Student Development
   - ○ Counseling Psychology
   - ○ Social Work
   - ○ Other (please specify)

6. Describe your current progress in the completion of your graduate program.
   - ○ Toward the beginning of my program
   - ○ In the middle of my program
   - ○ Toward the end of my program

7. Does your program offer a specific course that is focused on culture and diversity issues?
   - ○ Yes. If Yes, list the semester and year of your course on culture and diversity (Fall 2008).
   - ○ No

8. Have you taken any other courses on culture and diversity during your *undergraduate* studies?
   - ○ Yes. If yes, please specify:
   - ○ No

9. Have you taken any other courses on culture and diversity during your *graduate* studies?
   - ○ Yes. If yes, please specify:
   - ○ No

10. Indicate the extent to which culture and diversity issues were/are integrated into other required coursework in your program.
    - ○ Not at all integrated
    - ○ Somewhat integrated
    - ○ Integrated
    - ○ Very integrated

11. Indicate whether the following types of course assignments/activities were /are *Extremely Effective, Effective, Slightly Effective, Slightly Ineffective, Ineffective, Extremely Ineffective* or *Not Applicable* in your training.
    - ○ Didactic (i.e., journal submissions, exams, cultural identity papers, films/movies, etc.)
    - ○ Interactive (i.e., class discussions/conversations, role-plays)
    - ○ Experiential (i.e., personal growth groups, immersion trips, service learning projects)

12. Indicate whether the following course topics/subjects were/are *Extremely Effective, Effective, Slightly Effective, Slightly Ineffective, Ineffective, Extremely Ineffective* or *Not Applicable* in your training.
    - ○ Racial/Cultural Identity
    - ○ Privilege (i.e., White, Christian, etc.)
    - ○ Multicultural Counseling Competencies (MCCs)
    - ○ Sexual Orientation
    - ○ Disability
    - ○ Gender Identity
    - ○ Social Economic Status
    - ○ Racism/Discrimination/Prejudice
    - ○ Refugee/Immigrants
    - ○ Social Justice
    - ○ Traditions, norms, values related to various cultural groups (i.e., Asian Americans, Native Americans, etc.)

13. Indicate whether your instructor was/is *Extremely Effective, Effective, Slightly Effective, Slightly Ineffective, Ineffective,* or *Extremely Ineffective* at demonstrating the following characteristics:
    - ○ Flexibility (i.e., being open to differing opinions, listening to students' feelings).
    - ○ Creating a safe training environment (i.e., students feel secure in sharing *or* questioning).
    - ○ Sharing his or her personal experiences with the class as it relates to the course.

○ Linking experiences that occur within class to course topics/subjects

14. Indicate your overall impression of how effective your instructor was/is in managing the course.
○ Extremely Effective
○ Effective
○ Slightly Effective
○ Slightly Ineffective
○ Ineffective
○ Extremely Ineffective

15. Indicate your overall satisfaction with the entire course.
○ Extremely Satisfied
○ Satisfied
○ Slightly Satisfied
○ Slightly Unsatisfied
○ Unsatisfied
○ Extremely Unsatisfied

APPENDIX K

THERAPEUTIC REACTANCE SCALE

(TRS; Dowd et al., 1991)

Directions: Please indicate whether you Strongly Agree, Agree, Disagree, or Strongly Disagree with each statement below.

1. If I receive a lukewarm dish at a restaurant, I make an attempt to let that be known.
2. I resent authority figures who try to tell me what to do.
3. I find that I often have to question authority.
4. I enjoy seeing someone else do something that neither of us is supposed to do.
5. I have a strong desire to maintain my personal freedom.
6. I enjoy playing "devil's advocate" whenever I can.
7. In discussions, I'm easily persuaded by others. *(R)*
8. Nothing turns me on as much as a good argument!
9. It would be better to have more freedom to do what I want on a job.
10. If am told what to do, I often do the opposite.
11. I am sometimes afraid to disagree with others. *(R)*
12. It really bothers me when police officers tell people what to do.
13. It does not upset me to change my plans because someone in the group wants to do something else. *(R)*
14. I don't mind other people telling me what to do. *(R)*
15. I enjoy debates with other people.
16. If someone asks a favor of me, I will think twice about what this person is really after.
17. I am not really tolerant of others' attempts to persuade me.
18. I often follow the suggestions of others. *(R)*
19. I am relatively opinionated.
20. It is important to me to be in a powerful position relative to others.
21. I am very open to solutions to my problems from others. *(R)*
22. I enjoy "showing up" people who think they are right.
23. I considerable myself more competitive than cooperative.
24. I don't mind doing something for someone even when I don't know why I'm doing it. *(R)*
25. I usually go along with others' advice. *(R)*
26. I feel it is better to stand up for what I believe than to be silent.
27. I am very stubborn and set in my ways.
28. It is very important for me to get along well with the people I work with. *(R)*

Note: (R) – denotes reverse coded items

APPENDIX L

SELF-IDENTITY INVENTORY

(SII; Sevig et al., 2000)

Directions: Listed on the following pages are statements about attitudes, feelings, and behaviors. Please respond to all items thoughtfully and honestly. There are no correct answers. For questions that refer to "my group," please answer this by thinking about how you describe your identity. Some examples are African American, Asian American, poor person, male, human, Native American with a disability, European American female who is Jewish, Hispanic gay male, and elderly female.

On the line below, write in your own words how you define identity. There is no right or wrong way. _____

Some of the statements that you're about to read will use phases such as "Recently I have started to ..." or "I'm just starting to ..." These phrases indicate a new awareness about certain beliefs or attitudes. Therefore, if you have held that belief for some time, you would need to disagree with the entire statement, even if you agree with the specific belief addressed in the statement. Please respond to each of the following items thoughtfully. There are no correct answers. Use the 6-point scale below to rate each of the statements as it applies to you. Do not spend too much time on any item; record the first response that comes to your mind.
1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = slightly agree, 5 = agree, 6 = strongly agree

Example: I like to go to concerts.
(*If you strongly agree with this statement, you would circle the "6" on the answer sheet.*)

1. I admire members of different cultures who adapt to the American way of life.
2. I am ***just starting*** to see that everyone is expected to follow the same rules even if they don't seem to be right for everyone.
3. I am proud of parts of myself that I previously did not accept.
4. I don't always do what my group expects me to, although I did so in the *recent* past.
5. Whenever anyone tells a joke that puts down any group (e.g., gays, Jews, Native Americans, Poles, Italians), I voice my objections.
6. I do not understand what social activist groups are trying to accomplish.
7. I have a strong sense of inner security that comes from fully affirming all people.
8. People who hurt others do so because they don't feel an inner spiritual connection with all people.

9. The different parts of my identity (e.g., race, sex) do not really affect who I am.
10. Because I share my humanness with all people everywhere, whatever affects them affects me.
11. What people do in private is their own business, but I wish gays and lesbians would keep their personal lives to themselves.
12. People in the U.S.A. have been socialized to be oppressive.
13. My oppressed identity docs not primarily define who I am as it did in the past.
14. The physical world and the spiritual world are inseparable.
15. I am *starting to* feel angry about discrimination in this country.
16. Although I may not understand it, order exists in the universe that allows me to live in peace and harmony, regardless of the situations I confront.
17. I *recently* realized for the first time that I was a target of discrimination, and it hurt.
18. My identity as a member of my group is the most important part of who I am.
19. I primarily focus my political awareness and activity on issues facing members of my group.
20. It is all right when people tell jokes that arc discriminatory as long as they are meant to be funny and don't hurt anyone.
21. I have a deep understanding of myself that comes from examining the different parts of my identity.
22. No one is free until everyone is free because we are all so deeply connected.
23. I would feel most comfortable working for a boss/supervisor who is a White male.
24. I am *just beginning to* realize that society doesn't value people like me.
25. People in my group experience the most discrimination in this country.
26. I'm not as angry at people outside my group as I used to be, but I still don't socialize much with these people.
27. I am *just starting* to see that certain people are expected to act in certain ways.
28. 1 feel intense excitement and pride when I think about my group.
29. I hurt for the oppression I experience and for the oppression that all people feel because this violates the spiritual connection in all of us.
30. I have recently realized that society devalues parts of who I am.
31. I believe that if I could fully know myself, I would know God (or Great Spirit).
32. All people can succeed in this country if they work hard enough.
33. 1 have not really examined in depth how I view the world.
34. 1 feel sad when people tell jokes about oppressed groups because I know how these jokes hurl people in those groups.
35. All of life is connected.
36. I am who I am, so I don't think much about my identity.
37. I would be happy if a member of my family were openly gay/lesbian/bisexual, regardless of my sexual orientation.
38. Sometimes I get tired about people complaining about racism.
39. 1 feel most connected to members of my own group.
40. Oppression exists because we aren't in touch with what connects us to each other.

41. I actively support the rights of all oppressed groups (e.g., Jews, gays, Asian Americans, the elderly, people with disabilities, Native Americans).
42. I *am just beginning to* realize that society doesn't value people who arc "different."
43. Being with people from my group helps me feel better about myself.
44. Issues facing my group are the most important in this country.
45. I am *just starting* to see how my different identities affect me.
46. Because the Earth is a living, spiritual being, I am sad we are destroying her.
47. I base reality on my spiritual awareness, irrespective of any religious affiliation I might have.
48. Rocks and streams and all parts of the Earth have spirits.
49. I have not been oppressed or discriminated against.
50. I am *starting to* realize I don't agree with some of society's standards.
51. I *recently* have felt better about who I am because my group identity is clearer to me.
52. Personally knowing people in other oppressed groups, I see how much we have in common.
53. I am *starting to* see that people from some groups are treated differently in this society.
54. I see myself in all others, including criminals and all oppressors, because we are all part of the same collective spirit.
55. I *recently* realized there are many parts of my identity, and I have accepted them as important parts of who I am.
56. I feel most comfortable when I am with my group.
57. I focus most of my time and efforts on issues facing my group.
58. I *recently* realized I don't have to like every person in my group.
59. Although I am concerned about other groups who are discriminated against, I'm mostly concerned about my own group.
60. I have difficulty trusting anyone outside my own group.
61. I believe there is justice for all in the United States of America.
62. I *recently* have started to question some of the values I grew up with.
63. I feel connected to people from different groups.
64. The spirit within all connects us.
65. It's great for a woman to have a career, as long as she doesn't forget her responsibilities as a homemaker, wife, and mother.
66. I have overwhelming feelings of connectedness with others and with nature.
67. I would have as a life partner a person of a different race.
68. I *recently* have started to accept more people different from me, because I feel good about myself.
69. Most of my beliefs and views are similar to ones I grew up with.
70. I have *recently* seen the depth to which oppression affects many groups.
71. My relationships with others have been enhanced now that I see the commonalities among us.

APPENDIX M

MARLOW-CROWNE SHORT FORM C

(M-C Form C; Reynolds, 1982)

Directions: Please indicate whether each statement below is true for you or false for you.

1. It is sometimes hard for me to go on with my work if I am not encouraged.   True / False

2. I sometimes feel resentful when I don't get my way.   True / False

3. On a few occasions, I have given up doing something because I thought too little of my ability.   True / False

4. There have been times when I felt like rebelling against people in authority even though I knew they were right.   True / False

5. No matter who I'm talking to, I'm always a good listener.   True / False

6. There have been occasions when I took advantage of someone.   True / False

7. I'm always willing to admit it when I make a mistake.   True / False

8. I sometimes try to get even rather than forgive and forget.   True / False

9. I am always courteous, even to people who are disagreeable.   True / False

10. I have never been irked when people expressed ideas very different from my own.   True / False

11. There have been times when I was quite jealous of the good fortune of others.   True / False

12. I am sometimes irritated by people who ask favors of me.   True / False

13. I have never deliberately said something that hurt someone's feelings.   True / False

APPENDIX N

IDENTIFYING INSTRUMENT SCALES FORM

Greetings Colleague:

My study defines resistance within multicultural training as *a natural coping method, generated within a person's cognitive processes that are evidenced by affective and behavioral responses that consciously or unconsciously engage when the expectation for change within multicultural training challenges one's sense of willingness or readiness.*
Subsequently, items below were written to capture students' resistance with the understanding that it manifests in three types within courses in culture and diversity: *Cognitively, Affectively, and Behaviorally.*

Instructions: Read each item and select the corresponding scale *OR* indicate if you believe this to be a unidimensional scale at the bottom of the page. Please email the completed form to Robyn Lowery. robyndiss@gmail.com

ITEM	SCALE	COMMENTS
1. The topics covered in this course are irrelevant to my education.		
2. ██████████████████		
████████████████████████		
4. ████████████████████		
5. ████████████████████		
6. ████████████████████		
7. I fully expect the instructor to reprimand anyone that creates hostility, tension, or uneasiness in the course.		
8. ███████████████		
9. At times I feel that I'm reacting to my instructor the same way I reacted to someone I knew before.		
10. ███████████████		
11. ███████████		
12. ███████████████		
13. ███████████		

No.			
14.	██████████████		
15.	██████████████		
16.	██████████████		
17.	██████████████		
18.	██████████████		
19.	██████████████		
20.	██████████████		
21.	██████████████		
22.	██████████████		
**Please check the box to the right if you believe this is a unidimensional measure.			
Additional Comments:			

Thank you for your contribution to my research. I'd be happy to provide you with the results of my dissertation should you so desire. The time you've taken to assist me is greatly appreciated!

Robyn L. Lowery

APPENDIX O

RESULTS OF EXPERT FEEDBACK—IDENTIFYING INSTRUMENT SCALES

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Experts (**X**) identified the type of resistance (**c**ognitive, **a**ffective, **b**ehavioral, or **o**ther) based on the statements from the 22 items below: Items **bolded** indicate agreement of 2 or more experts.

ITEM	x1	x2	x3	x4
1. The topics covered in this course are irrelevant to my education.	C	C	__	
2. ███████████████████████	C	C	__	
3. ███████████████████████████	C	C	__	
4. ███████████████████████████████	C	O	__	
5. ████████████████████████████	C	C	__	
6. ████████████████████████████	C	C	__	
7. I fully expect the instructor to reprimand anyone that creates hostility, tension, or uneasiness in the course.	C	A	__	
8. █████████████████████████	A	O	__	
9. At times I feel that I'm reacting to my instructor the same way I reacted to someone I knew before.	A	O	__	
10. ████████████████████████	**B**	**B**	__	
11. ████████████████████	B	C	__	
12. █████████████████████████████	A	A	__	
13. ████████████████████████████	A	A	__	
14. ██████████████████████████	A	A	__	
15. ████████████████████	B	A	__	
16. ██████████████████████████	A	O	__	
17. █████████████████████████	**A**	**A**	__	

		B	B	—	
18.	███████████████████████	B	B	—	
19.	██████████████████	B	O	—	
20.	████████████████	B	O	—	
21.	███████████████████	B	B	—	
	████████████████████	B	B	—	
Please check the box to the right if you believe this is a unidimensional measure.			✔	✔	
Additional Comments:					

X2: #s 8, 9, and 16 all produced the same thoughts for me. When I read them, I see the word "feel" and it initially makes me think that it should be affective. However, when I read the whole statement, the meaning seems more cognitive to me. So, for example, #14 uses the verb "feel" and the adjective "nervous." "Nervous" is a feeling word, so it seems to fit. But, in #16, to me, it seems as though it should read "I believe others …" or "it seems as though others …" if it is to be taken as cognitive. If it is supposed to be affective, then perhaps something like "I feel _____ when others …"

X3: Overall I believe this scale is unidimensional. However, Question 7 I believe could be a behavioral scale.

Thank you for your contribution to my research. I'd be happy to provide you with the results of my dissertation should you so desire. The time you've taken to assist me is greatly appreciated!

Robyn L. Lowery

APPENDIX P

MAIN STUDY CONSENT FORM

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM

Project Title: The Validation of the Crowell-Lowery Multicultural Training Reactance Scale (CL-MTRS)

Project Director: Robyn Crowell Lowery and L. DiAnne Borders

What is the study about?
This project will examine participants' views, beliefs, attitudes about their course on culture and diversity.

Why are you asking me?
You were invited to receive this survey because you are enrolled in a CACREP accredited master's level counseling program.

What will you ask me to do if I agree to be in the study?
Participants are asked to complete an online survey by providing some demographic information and responding to questions regarding your experiences in courses on culture and diversity. The survey will take approximately 10-20 minutes.

What are the dangers to me?
The University of North Carolina at Greensboro's (UNCG) Institutional Review Board, which insures that research involving people follows federal regulations, has approved the research and this consent form, thereby providing an assurance that the study poses minimal risk to participants. It is possible that some questions regarding your experience in your culture and diversity course includes content that may be considered edgy and cause some discomfort. If this occurs, you are encouraged to seek assistance from members of your support system.

Questions regarding your rights as a participant in this project can be answered by calling Mr. Eric Allen in UNCG's Office of Research Compliance at 336-256-1482. Questions regarding the research itself will be answered by Robyn C. Lowery at 336-315-5534 or Dr. L. DiAnne Borders at 336-334-3425.

Are there any benefits to me for taking part in this research study?
There are no direct benefits to this research. The process of reflecting on your experiences within your multicultural coursework may offer new insights and self-discoveries that will facilitate increased self-awareness.

Are there any benefits to society as a result of me taking part in this research?
There are no direct benefits to this research. This project will help counselor educators understand how to better prepare counselors for working with culturally diverse persons. The findings will inform future research in the area of multicultural training.

Will I get paid for being in the study? Will it cost me anything?
Participation in the study will make you eligible to enter a drawing for one of three $50 VISA Gift Cards. The cost of participation is approximately 10-20 minutes of your time.

How will you keep my information confidential?
Data collection is a confidential process and the researcher will not collect any identifying information from participants. All information obtained for this project is private and confidential. Electronic data stored on the hard drive will be password protected and destroyed by deleting it from the hard disc. Electronic data on removable discs will be stored in a locked filing cabinet in the Principal Investigator's office and destroyed by breaking the flash drive. All data will be kept for seven years after completion of the study and destroyed thereafter.

What if I want to leave the study?
You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. However, once you have submitted your responses, your data will not be able to be removed due to the inability to identify your responses from other respondents since no identifying information will be collected.

What about new information/changes in the study?
If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Internet Security:
Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing.

Voluntary Consent by Participant:

Clicking the button below indicates that you are a participant who is age 18 and over and are voluntarily consenting to participate. It also indicates that you understand the procedures, risks and benefits involved in this investigation. Please print a copy for record-keeping purposes. Participants are free to decline or withdraw consent for this research at any time without penalty or prejudice. Again participation is entirely voluntary.

o   I voluntarily give my consent.