

2016

# Counselor Educators' Multicultural Competencies: Understanding Relationships Between Race and Ethnic Identity Awareness

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*Walden University*

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# Walden University

College of Education

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Ariel Winston

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Walden University  
2016

Abstract

Counselor Educators' Multicultural Competencies: Understanding Relationships Between

Race and Ethnic Identity Awareness

by

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MS, Longwood University, 2007

BA, The University of Virginia, 2005

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Counselor Education and Supervision

Walden University

February 2016

## Abstract

Current literature explains that multiculturally incompetent behaviors demonstrated by counselor educators have negatively affected the personal and professional lives of students, clients, counselors, counselor educators, and supervisees. Using the theoretical framework of critical race theory (CRT), this study examined the relationship among race, ethnic identity awareness, and multicultural competence in counselor educators. CRT involves recognizing conscious and unconscious biases, attributed to race, that individuals might experience. Ninety self-identified counselor educators currently employed in Council for Accreditation of Counseling and Related Educational Programs (CACREP) counseling programs completed online surveys containing questions concerning racial classification, adapted questions from the Multicultural Counseling Knowledge and Awareness Scale (MCKAS), and questions from the Multigroup Ethnic Identity Measure (MEIM). Linear regressions were used to test the relationships between race and multicultural competence, as well as ethnic identity awareness and multicultural competence. No relationship between the concepts of race and multicultural competence was established at a significant level; however, a significant relationship between ethnic identity awareness and multicultural competence was confirmed,  $F(1, 88) = 17.287, p = .000$ . Counselor educators who possessed a higher ethnic understanding of self on the MEIM also demonstrated higher levels of multicultural competence on the MCKAS. Implications for social change include increased incorporation of ethnic identity awareness opportunities for counselor educators and counseling curricula to influence the multicultural knowledge, skills, and awareness of counselor educators in practice.

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## Dedication

This dissertation is dedicated to my son, Jaylen. I know that you are too young to realize all of the time, energy, and sacrifice that it took for me to make it this far, but I did it for us. Nothing is impossible and we are forever a team.

I also dedicate this dissertation to the family members and friends who have taken this long educational journey with me (twice). Thank you to everyone who has helped me to complete homework, write, or even take a few moments to relax during my doctoral process. My POP family is solidified.

This accomplishment is not an individual effort, but from the village of people that have supported me for years. Thank you, I love you all, and the journey is not over!

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## Chapter 1: Introduction to the Study

### **Introduction**

Multicultural competence and acknowledging diversity have been integral to the developing field of counseling. In recent years, two influential organizations in the counseling field, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American Counseling Association (ACA), created standards and ethical principles that consistently reinforced the importance of acknowledging culture in professional and educational settings (ACA, 2014; CACREP, 2015b). The CACREP, an organization responsible for providing accreditation to counseling programs, mentions the concepts of culture and diversity on approximately 62 occasions concerning the requirements for graduate program curriculum, student body, and faculty members (CACREP, 2015a). The 2014 ACA code of ethics, a document that provides ethical obligations and guides for ACA members, professional counselors, and counselors in training, includes approximately 13 standards specifically dedicated to diversity and multicultural competence.

With the growing recognition of multicultural competence in counseling, counselor education, supervision, and research, researchers have described several incidences of mistreatment and discrimination based on various cultural classifications (Brooks & Steen, 2010; Cartwright, Washington, & McConnell, 2009; Henfield, Woo, & Washington, 2013; Pittman, 2012; Shelton & Delgado-Romero, 2013; Singh & Chun, 2010). Targeting the population of counselor educators, the individuals accountable for expanding, applying, and supervising counseling educational programs, can be significant in reaching a broad counseling related population. Further discussed in this chapter is background information on race, ethnic identity

awareness, and multicultural competency in the fields of counseling and counselor education. Also discussed is the presenting problem, justification for the study, research questions, and framework of the study.

### **Background of the Study**

The path to recognizing multiculturalism and diversity in counseling began with the development of the Multicultural Counseling Competencies (MCCs) by Arredondo et al. (1996), which was later adopted by the Association of Multicultural Counseling and Development (AMCD, 2015). The MCCs formed to address inequities and discriminatory treatment of clients in the counseling relationship. The list of MCCs included three areas involving (a) counselor cognizance of the client's worldview, (b) counselor awareness of personal values and biases, and (c) culturally appropriate interventions. MCCs also contained subcategories that addressed the knowledge, attitudes and beliefs, and skills of counselors (AMCD, 2015).

As research progressed, counselors, such as Derald Wing Sue and Kevin Nadal, published information concerning personal circumstances with challenges known as racial microaggressions (Sue et al., 2007). Sue et al. explained that racial microaggressions involved subtle insults, which perpetrators might say or do consciously or unconsciously, directed toward people of color. As defined by Sue et al., microassaults involve direct verbal attacks that intend to hurt others, whereas microinvalidations involve concepts that negate the experiences of people of color, and microinsults involve subtle occurrences that portray insensitivity to people of color. Despite the growth of the multicultural counseling movement, research has continued to demonstrate incidents of microaggressions and cultural challenges in the counselor education population. When questioned about interactions with other counselor educators, Black counselor

educators have described feelings of invisibility and marginalization within their institutions of employment (Cartwright et al., 2009; Pittman, 2012). Black counselor educators also explained limited mentoring opportunities and employment with racially biased institutions (Brooks & Steen, 2010; Henfield et al., 2013). Further, individuals in the lesbian, gay, bisexual, and transgendered (LGBT) community and queer people of color shared experiences of microaggressions in counseling and supervisory interactions, noting feelings of avoidance or minimalization of sexual orientation, stereotypical suppositions, and the use of sexual orientation as the basis for all challenges (Shelton & Delgado-Romero, 2013; Singh & Chun, 2010). Despite the emphasis on cultural appreciation and diversity in academia, these studies demonstrated the existence of culture-related challenges for counselor educators and students.

In an effort to understand multicultural competence, researchers began to examine the effect of ethnic identity awareness in counseling relationships. Phinney (1992) described ethnic identity as including self-identification as a group member, attitudes and assessments in relation to a group, attitudes concerning group membership, ethnic knowledge and commitment, and ethnic traditions and actions. Researchers have revealed a connection between ethnic identity awareness and multicultural competence, with counselors, who possessed more extensive ethnic understanding of self, demonstrating more cultural competence with clients (Chao, 2013; Chao & Nath, 2011; Johnson & Lambie, 2013). Berger, Zane, and Hwang (2014) expanded on these findings, noting that participants with more involvement with racial minority communities reported greater ethnic identity awareness and, therefore, demonstrated higher levels of multicultural competence with clients.

The explorations of multicultural competence in the areas of race and ethnic identity awareness transcend several areas in counseling. Literature provides evidence of multicultural incompetence in the areas of counseling, supervision, and counselor education, which creates an important task for counselor educators. The ACA (2014) standard E.7.a states:

Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession; are skilled in applying that knowledge; and make students and supervisees aware of their responsibilities. Whether in traditional, hybrid, and/or online formats, counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior. (p. 14)

As educational leaders, counselor educators evaluate skills, disseminate information, conduct and encourage research, and serve as models for future counselors and counselor educators (Hutchens, Block, & Young, 2013). The CACREP (2015a) standards require counselor educators to educate students about multicultural competence and respect for diversity. The ACA (2014) standards necessitate the inclusion of multicultural and diversity information in classes, as well as a possession of awareness involving the role of these factors in supervisory relationships. Yet, the limited research related to exploring the acknowledgement of multicultural competence or ethnic identity awareness in counselor educators suggests a gap in the literature. As counselor educators possess the responsibility to teach multiculturally competent skills and information to developing counselors and counselor educators, the field of education requires the recognition of any potential deficits within the counselor educator population (ACA, 2014; CACREP, 2015b).

The documented negative cultural experiences of counseling students and counselor education faculty members command a better understanding of counselor educators in power (Brooks & Steen, 2010; Henfield et al., 2013; Shelton & Delgado-Romero, 2013; Singh & Chun, 2010). This study will help fill the gap in literature by examining the perceived multicultural competence of counselor educators, while also exploring the ethnic identity awareness of the counselor educators obligated to adhere to CACREP and ACA standards and policies (ACA, 2014; CACREP, 2015b).

### **Problem Statement**

The field of counseling acknowledges the significant influence of proficiency across several modalities when working with different cultural groups. The ACA code of ethics requires counselors, supervisors, researchers, and counselor educators to use proficient methods that address culture in professional work (ACA, 2014). In addition, CACREP includes standards that necessitate diverse faculty members, diverse student bodies, and multicultural educational content for accredited counseling programs (CACREP, 2015a). These organizations provide characteristics for cultural appreciation that seek to improve cross-cultural and intercultural relations within the counseling profession.

An ongoing problem exists in the field of counselor education. Despite the value placed on multicultural competence in the field of counseling, literature reveals several incidences of culture- and race-related challenges experienced by counseling graduate students, as well as counselor educators (Brooks & Steen, 2010; Cartwright et al., 2009; Henfield et al., 2013; Pittman, 2012; Singh & Chun, 2010). This problem has negatively affected students, clients, counselor educators, counselors, and supervisees because diversity is not being adequately



addressed in training or practice. Middleton, Ergüner-Tekinalp, Williams, Stadler, and Dow (2011) explained that counselors are comfortable discussing the ethnic identity of others when in possession of an enhanced cognizance of personal ethnic identity. Counselors, who recognized and investigated aspects of their own individual cultures, developed methods to confidently address any cultural issues displayed within the problems of clients (Chao, 2013; Johnson & Lambie, 2013). Although several established assessment measures, such as the Multicultural Counseling Inventory (MCI), Multicultural Awareness-Knowledge-Skills Survey (MAKSS), and Multicultural Counseling Awareness Scale (MCAS), assess the multicultural knowledge, skills, and awareness of counselors, a limited amount of literature specifically evaluates the competence of counselor educators in academic settings (D'Andrea, Daniels, & Noonan, 2003; Ponterotto, Gretchen, Utsey, Riger, & Austin, 2002; Ponterotto & Potere, 2003; Sodowsky, Taffe, Gutkin, & Wise, 1994). Given the responsibilities of counselor educators to interact with others through teaching, supervision, research, and counseling, perhaps a study that investigated multicultural competence and ethnic identity awareness within the population could establish current trends in the field (Avolio, Walumbwa, & Weber, 2009; Hutchens et al., 2013).

### **Purpose of the Study**

The purpose of the quantitative study was to use critical race theory (CRT) to explore the relationships between consciousness of ethnic identity and demonstrated multicultural proficiencies by counselor educators. Further, the relationships between the independent variables of race and ethnic identity awareness, and the dependent variable of multicultural knowledge and awareness in counselor educators currently employed in CACREP-accredited counseling programs, were investigated. The study included an online survey that contains five

demographic questions and 44 questions from two established measurement scales. The survey questions requested demographic information, such as race, gender, sexual orientation, years of employment as a counselor educator, and type of program in which the counselor educator obtained his or her doctoral degree (CACREP or non-CACREP accredited). The survey included an adapted version of the multicultural counseling knowledge and awareness scale (MCKAS), which uses 32 Likert scale questions to measure two aspects of multicultural competence (Ponterotto et al., 2002; Ponterotto & Potere, 2003). In addition, the survey contained questions from the multigroup ethnic identity measure (MEIM), which includes 12 Likert scale questions that assess levels of ethnic identity awareness (Phinney, 1992).

### **Research Questions and Hypotheses**

The relationships among race, ethnic identity awareness, and multicultural competence of counselor educators from CACREP universities were investigated in this study. Data consisted of participant responses to demographic questions, an adapted version of the MCKAS, and the MEIM (Ponterotto et al., 2002; Ponterotto & Potere, 2003; Phinney, 1992). The following four research questions were examined:

Research Question 1: What is the relationship between counselor educators' multicultural competence as measured by participant scores on the MCKAS, and race?

$H_01$ : Participant scores on the MCKAS and the racial classification of participants will not be related on a statistically significant level.

$H_11$ : Participant scores on the MCKAS and the racial classification of participants will be related on a statistically significant level.

Research Question 2: What is the relationship between counselor educators' multicultural

competence, as measured by participant scores on the MCKAS, and ethnic identity awareness, as measured by participant scores on the MEIM?

*H<sub>0</sub>2*: Participant scores on the MCKAS and participant scores on the MEIM will not be related on a statistically significant level.

*H<sub>1</sub>2*: Participant scores on the MCKAS and participant scores on the MEIM will be related on a statistically significant level.

Research Question 3: To what degree does the variable of race predict multicultural competence for counselor educators, based on participant scores on the MCKAS?

*H<sub>0</sub>3*: The racial minority classification of participants will not influence scores attained on the MCKAS on a statistically significant level.

*H<sub>1</sub>3*: Participants who ascribe to racial minority classifications will attain higher scores on the MCKAS on a statistically significant level.

Research Question 4: For counselor educators, to what degree does ethnic identity awareness, as measured by participant scores on the MEIM, predict multicultural competence, as measured by participant scores on the MCKAS?

*H<sub>0</sub>4*: The attainment of higher scores on the MEIM will not influence participant scores on the MCKAS on a statistically significant level.

*H<sub>1</sub>4*: Participants who attain higher scores on the MEIM will attain higher scores on the MCKAS on a statistically significant level.

### **Theoretical Framework for the Study**

The concept of CRT derived from the idea concerning the permanence of racism for Black Americans in the United States (Bell, 1992). Influenced by small racial victories in the

legal system, Bell stated that achievements in laws and political actions were societal distractions from the actual problems of Black individuals. Alan Freeman, another instrumental force in the analysis of CRT, created the term *perpetrator perspective* with regard to racial injustices.

Freeman explained:

The perpetrator perspective presupposes a world composed of atomistic individuals whose actions are outside of and apart from the social fabric and without historical continuity. From this perspective, the law views racial discrimination not as a social phenomenon but merely as the misguided conduct of particular actors. It is a world in which, but for the conduct of these misguided ones, the system of equality of opportunity would work to provide a distribution of the good things in life without racial disparities, and a world in which deprivations that did correlate with race would be “deserved” by those deprived on grounds of insufficient “merit.” (Crenshaw, Gotanda, Peller, & Thomas, 1995, p. 30)

The perpetrator perspective does not acknowledge the presence of societal disparities that contribute to racial inequalities and differences in opportunities. Although the concept of CRT expanded as a theory to involve other minority groups, CRT investigated the connections between power, race, and law (Closson, 2010).

Ladson-Billings (1998) explored the concept of CRT within the educational environment. Writers or researchers who examine CRT understand the prevalence and impact of racial philosophies in American society (Dixson & Rousseau, 2005). The concept of CRT involves recognizing conscious and unconscious biases, attributed to race, that some individuals might experience. Closson (2010) explained that CRT began in the area of legal scholarship, but it

gradually migrated to the field of education as scholars of color responded to the inauthenticity demonstrated in the colorblind research of minorities.

The tenets of CRT require accepting the existence of racism and racist practices in daily interactions and institutional systems (Ladson-Billings & Tate, 1995). Anderson and McCormack (2010) explicated that CRT “grew from the failure of traditional civil rights litigation to produce meaningful and lasting cultural reform, and challenge orthodox ideologies around meritocracy, color blindness, race neutrality, political action, and equal opportunity” (p. 953). CRT challenges race-related archetypes while confronting previous research that diminished the significance of race in marginalized groups (Trahan & Lemberger, 2014). The current study explored the relationships between race, ethnic identity, and multicultural competent practices by counselor educators. The integration of CRT as a theoretical framework involved the recognition of unequal practices and experiences, as well as the understanding of hierarchal power structures within the field of counselor education (Hutchens et al., 2013; Ziomek-Daigle & Christensen, 2010).

### **Nature of the Study**

Quantitative research designs involve using numerical data and close-ended questioning styles to explore various topics and relationships (Creswell, 2009). Researchers who use quantitative designs develop hypotheses to test theories based on information obtained in the literature. Quantitative designs can also include the use of measurement scales to assess different phenomena and investigate distinctive populations (Frankfort-Nachmias & Nachmias, 2008). Researchers can use statistical procedures and programs to analyze data and the significance of results. Survey methodology, a quantitative design, gathers information from a sample

population to numerically describe similarities to a larger population group (Groves et al., 2009).

The current study assessed the relationships between the independent variables of racial classification and ethnic identity awareness, and the dependent variable of multicultural competency. Using demographic questions and two established measurement scales that produced numerical responses, the MCKAS and MEIM, counselor educators received an electronic questionnaire (Phinney, 1992; Ponterotto et al., 2002; Ponterotto & Potere, 2003). The researcher in the current study used survey methodology to understand the views, opinions, and experiences of a large group of counselor educators concerning race, ethnic identity awareness, and multicultural competence.

The data were collected within the Survey Monkey questionnaire program and placed in to SPSS software for statistical analysis (IBM Corporation, 2015). A series of correlational tests and linear regressions were used to assess the relationships and statistical significance of the collected data. A benefit of used a correlational design included the ability for researchers to establish or refute a relationship between two variables (Campbell & Stanley, 1963).

Correlational designs compared two entities to determine the effect of one on the other. These designs can yield positive, negative, or zero correlations between the compared units. A positive correlation implies a relationship in which an increase in one unit contributes to an increase another unit (Creswell, 2009). A positive correlation can also include a decrease in one unit contributing to a decline in another (Frankfort-Nachmias & Nachmias, 2008). Conversely, a negative correlation entails an increase in one variable leading to a reduction in another. A decrease in one variable that leads to an increase in another variable can also yield a negative

correlation. The study does not yield a correlation when no relationship exists between two variables or a change in one entity does not affect the other entity.

The use of a linear regression analysis requires finding the best-fitting straight line for a specific amount of data (Field, 2013). Regression analyses support the prediction of the meaning of a variable, when provided with the meaning of another variable. Multiple regressions include several independent variables, which might be connected with the dependent variable (Field, 2012). These statistical procedures best assessed the strength or presence of a connection between the independent and dependent variables in the current study, warranting the use of a quantitative design.

### **Definitions**

The current study examined the relationships among race, ethnic identity awareness, and multicultural competence in counselor educators currently employed in CACREP accredited counseling programs. Further discussed in this section are definitions of key terms used in the study.

*Counselor educators:* Individuals currently employed in counseling-related graduate programs, who supervise or teach masters level or doctoral level students (CACREP, 2015b).

*Ethnic identity:* Ethnic identity involves different components of personal connection and membership that individuals possess with an ethnic group (Smith & Silva, 2011). Ethnic identity includes self-identification with a group, ethnic knowledge and commitment, and attitudes, actions, and traditions relative to an ethnic group (Phinney, 1992).

*Multicultural competence:* Approaching the counseling, teaching, and supervision processes with an understanding of the personal cultures of clients, students, and supervisees

(Arredondo et al., 1996). The ACA code of ethics also encourages counselors and counselor educators to ensure that personal values, culture, and opinions are not imposed upon clients, students, or supervisees in practices or behaviors (ACA, 2014).

*Race*: A social classification enacted on individuals based on physical appearance, which has contributed to social and hierarchal influences in society (Eisenhower, Suyemoto, Lucchese, & Canenguez, 2014). Although several racial classifications exist, the U.S. Census Bureau collects racial information using the six categories of Black or African American, White, Hispanic or Latino, Asian, American Indian and Alaska Native, and Native Hawaiian and Other Pacific Islander (U.S. Census Bureau, 2015).

### **Assumptions**

Leedy and Ormrod (2010) explained, “Assumptions are so basic that, without them, the research problem itself could not exist” (p. 62). Through participation in this study, counselor educators responded to survey questions that investigate race, perceptions of ethnic identity awareness, and perceptions of multicultural competence. Therefore, an assumption in the current study included the belief that counselor educators would answer the survey questions honestly with regard to personal perceptions, skills, and knowledge. The study preserved anonymity and confidentiality of participants through the online survey, which did not request any personally identifying information. Participation in the study was voluntary and counselor educators can withdraw from the study at any time, without penalty, by exiting the survey.

### **Scope and Delimitations**

The focus of this study included understanding the relationship between the race, ethnic identity awareness, and multicultural competency of counselor educators. Understanding the



connection amongst the three variables could support future research for multicultural competency training and multiculturally competent practices. Delimitations or factors that narrowed the focus in this research study included the following:

1. This study was delimited to self-identified counselor educators who were currently employed in CACREP (2015b) accredited counseling programs.
2. This study was delimited to counselor educators who instructed or supervised masters or doctoral students and possessed varying levels of education experience in academia.
3. This study was delimited to counselor educators with Internet access.
4. This study was delimited to counselor educators with access to email and membership in the counselor education and supervision network listserv (CESNET-L).

Generalizability involved the expansion of research findings from a sample population to a large population group (Frankfort-Nachimas & Nachmias, 2008). Data collected from larger sample populations with quantitative survey research could increase the probability for broad results and generalizability. A diverse sample population can contribute to the generalizability of the results to the large population of counselor educators currently employed in CACREP accredited counseling programs.

### **Limitations**

This research study possessed limitations, or potential weaknesses, in the design and implementation processes. The sample population was limited to counselor educators currently employed in CACREP (2015b) accredited counseling graduate programs; counselor educators not employed in academia or CACREP accredited programs were excluded. Counselor educators completing the research study needed access to a computer, the Internet, and needed to possess

basic technology skills. In addition, the authors of the MCKAS needed to provide permission to use the survey measure, adapt questions to represent the counselor educator population, and convert the measure into an online format (Ponterotto et al., 2002; Ponterotto & Potere, 2003). The authors of the MEIM also needed to provide permission to use the scale and convert the measure into an online survey format (Phinney, 1992).

The population consisted of a self-selected sample of voluntary participants, which could affect response rates to the online survey. Further, the online survey used self-report measures to develop conclusions about the population. The halo effect, a concept that can influence the responses of participants based upon social desirability and social expectations, could influence the responses to survey questions (Schneider, Gruman, & Coutts, 2012).

### **Significance of the Study**

Literature described the negative experiences of counselor educators and counseling students that derive from multiculturally insensitive interactions between counselor educators and students, and between counselor educators and their peers (Brooks & Steen, 2010; Cartwright et al., 2009; Henfield et al., 2013). Henfield, Owens, and Witherspoon (2011) found that Black doctoral students in counselor education programs at Predominantly White Institutions (PWIs) experienced a lack of direction from faculty, heavy reliance on support from other doctoral students of color, and the need for assertiveness due to questioned intelligence in the classroom. In addition, as queer people of color, Singh and Chun (2010) described personal incidents of feeling disconnected, uncomfortable, invalidated, and analyzed within counseling supervisory relationships. The lack of a sense of belonging for students, who do not feel culturally supported, can affect the recruitment and retention of diverse student bodies and

faculty members, a significant CACREP requirement (CACREP, 2015a; Pittman, 2012; Singh & Chun, 2010). Findings from the proposed study could be used to foster awareness about counselor educators and their ethnic identity consciousness, multicultural proficiencies, and how these concepts might affect students, supervisees, and colleagues (Avolio et al., 2009). In addition, results could potentially inspire additional quantitative and qualitative research concerning counselor educators and multicultural competence (Lewis, Ratts, Paladino, & Toporek, 2011).

### **Summary and Transition**

The focus of Chapter 1 involved the background of the research problem. As counselor educators work with students, research participants, counselors, and other counselor educators, multicultural competent behaviors can be significant to interactions with others. While researchers have used several multicultural competency measures on the counselor population, minimal recognition of the competency levels of counselor educators exists. The purpose of this study includes understanding multicultural competency in the counselor educator population through the examination of race and ethnic identity awareness.

Chapter 2 includes a literature review on multicultural competence in counselor education, ethnic identity awareness, the role of counselor educators, and current research. Chapter 3 describes the regression analyses used in the study. Chapter 4 includes the results of the regression analyses. Chapter 5 addresses the interpretation of the findings, limitations of the study, implications for social change, and recommendations for further research.

## Chapter 2: Literature Review

### **Introduction**

A consistent conversation in the field of counseling involves respect, education, and acknowledgement of culture and cultural influences. Ethical codes, accreditation standards, and state laws address the importance of culture when working with students, clients, supervisees, and research participants (ACA, 2014; CACREP, 2015a). Despite these working documents, the practice of multicultural competence might not be as consistent as professional counseling organizations expect. Current literature explains that multiculturally incompetent behaviors demonstrated by counselor educators have negatively affected the personal and professional lives of students, clients, counselors, counselor educators, and supervisees (Henfield et al., 2013; Pittman, 2012; Shelton & Delgado-Romero, 2013; Singh & Chun, 2010). These studies demonstrate the existence of culture-related challenges for counselor educators and students, despite the emphasis on cultural appreciation and diversity in academia.

In understanding the positive correlations between ethnic identity awareness and multicultural competence in counselors, research has neglected to explore the acknowledgement of multicultural competence or ethnic identity awareness in the counselor educator population (Chao, 2013; Chao & Nath, 2011; Johnson & Lambie, 2013). The researcher in this study intended to gather information concerning the multicultural competence of counselor educators by examining the connections with race and ethnic identity awareness. Understanding the importance of race, ethnic identity awareness, and multicultural competence in the area of counselor education required me to acknowledge existing challenges for individuals in the counseling field. In this chapter, the research problem, methods used to obtain literature on the

research topic, and the theoretical foundations of the current study are discussed. Additionally discussed include literature related to the exploration of race, ethnic identity awareness, and multicultural competence in counselor education and counseling.

### **Literature Search Strategy**

The literature review involved peer-reviewed journal articles, published books, and counselor educator research. Literature searches included the EBSCOhost electronic database through the PsycInfo and ERIC search engines (EBSCO, 2015). Various search words provided several informational findings. Search words included *multicultural competency*, *counselor educator*, *counselor education*, *racial microaggressions*, *microaggressions*, and *ethnic identity*. Other search words included *race*, *supervision*, *multicultural competence*, *graduate students*, and *gatekeeping*. In addition, using the terms *critical race theory*, *African American*, *Black*, *minority*, *Latino*, and *LGBT* obtained literature. Using the term *counseling* with several other words provided additional results. These other words include *race*, *ethnicity*, *racial microaggressions*, *critical race theory*, and *multicultural competency*. The literature initially included published works within the last 10 years to establish the relevance of the topic. Obtained resources were revised to include published documents within the last 5 years. The reference lists of professional journals and articles provided additional sources for review, as well.

### **Theoretical Foundation**

CRT includes cognitive processes that assess social establishments, systems, and groups through a racial lens (Ladson-Billings & Tate, 1995). Individuals who use CRT in research understand that race can become an integral aspect of societal organizations and family units. A tenet of CRT involves conceptualizing that racism is an institutionalized occurrence influenced

by society (Ladson-Billings, 1998). According to CRT, all parties participating in systemic organizations can perpetuate racism and racist practices through conventional actions (Closson, 2010). In addition, the concepts presented in CRT suggest an understanding of social power structure determined by racial and ethnic identity and equipped with rules and practices consistently formulated by the interests of a dominant group (Trahan & Lemberger, 2014).

Using CRT in research supports advocacy by articulating the stories of populations affected in various manners by racial and ethnic classifications. Leonardo (2013) explained:

In CRT, 'stories' are an alternative to calling our work 'research'. The history of social research has been violent to marginalized peoples, such as indigenous groups, who are represented by perspectives that are neither kind to their cultural worldview nor accurate regarding their priorities. (p. 603)

CRT proposes that society in the United States equates normal standards with White or Caucasian standards, which oppresses minority groups (Ladson-Billings, 1998). CRT assists with disseminating information on the effects of race by analyzing race-related archetypes and confronting established research that minimizes the effect of race (Trahan & Lemberger, 2014).

Initially introduced by Bell (1992), CRT began as a conceptualization that racism is a permanent fixture in life within the United States, masked by small legal victories and racial gains that elude society from real challenges. Bell presented the idea that racial achievements for Black individuals often derived from self-serving motives of White society. Although CRT grew to include the experiences of marginalized population groups, the foundation of the theory began with the Black experience (Closson, 2010). Freeman also contributed to literature in CRT by explaining justifications of discriminatory behaviors by dominant American groups in the field

of law (Crenshaw et al., 1995). Freeman discussed the presence of a *fault* and *causation* complex, stating:

Under the fault idea, the task of antidiscrimination law is to separate from the masses of society those blameworthy individuals who are violating the otherwise shared norm. The fault idea is reflected in the assertion that only “intentional” discrimination violates the antidiscrimination principle. In its pure form, intentional discrimination is conduct accompanied by a purposeful desire to produce discriminatory results. One can thus evade responsibility for ostensibly discriminatory conduct by showing that the action was taken for a good reason or no reason at all. (Crenshaw et al., 1995, p. 30)

Freeman continued to explore the fault complex by explaining that a class of innocents, in dominant cultural groups, lack responsibility for discrimination; therefore, these individuals feel resentment when asked to take part in actions that can rectify discriminatory practices. The development of innocents creates difficult circumstances when asking people in power to support laws, policies, and practices that help to fight discrimination and inequalities (Delgado & Stefancic, 2012).

Ladson-Billings and Tate (1995) explored the tenets of CRT in education by analyzing educational inequalities for Black individuals. Educationally, CRT directly acknowledged racism, racist practices, and the effect of these practices on American perceptions. The use of CRT in practice helps researchers to recognize racial disparities in services such as educational treatment (Ladson-Billings, 1998). Henfield et al. (2013) used CRT to explore the racialized experiences of Black counselor education students. In examining the influence of race on the doctoral process, Henfield et al. found that students felt separated from peers, isolated from the

individuals in the program, and culturally misunderstood by faculty. Structural disparities, such as the lack of Black students and faculty, reinforced the concepts of CRT through exposure of the historically racist American educational system (Ladson-Billings & Tate, 1995).

Current research has neglected to quantitatively explore self-perceptions of race, ethnicity, and multicultural competence using a CRT framework in the area of counselor education. The current study will quantitatively evaluate the professional qualities of counselor educators through the lens of race and ethnicity. Given the power differentials included between students, supervisees, and counselor educators, the study will investigate the racial differences involve in multicultural competent practices and knowledge. The current study will assess the existence of the counselor educators' personal understanding of ethnicity and race, along with the ability to recognize the salience of culture in students and supervisees.

### **Literature Review**

Counselor educators retain the responsibility of educating future counselors, supervising the clinical skills of counselors, and conducting research to inform counseling practices (ACA, 2014). Becoming a counselor educator in an academic environment requires the roles of teaching, supervising, and selecting future counselors and counselor educators for admission to graduate programs (Ladany & Inman, 2012). This role also necessitates the use of multiculturally competent behaviors, interactions, and dissemination of information (Ancis & Ladany, 2010; Bernard & Goodyear, 2014). Given the subjective nature of evaluation in supervision and teaching capacities, counselor educators who demonstrate multiculturally incompetent practices possess the capability to negatively impact future counselors, future counselor educators, and other counselor educations, as well (McAdams, Robertson, & Foster, 2013). Further discussed



are the variables of race, ethnic identity, and multicultural competence in the counselor and counselor educator populations.

### **The Role of Race**

The concept of race involves a social classification enacted on individuals based on physical appearance, which has contributed to social and hierarchal influences in society (Eisenhower et al., 2014). While several racial classifications exist, the U.S. Census Bureau collects racial information using the six categories of Black or African American, White, Hispanic or Latino, Asian, American Indian and Alaska Native, and Native Hawaiian and Other Pacific Islander. Balis and Aman (2013) stated:

No matter where one falls on the ‘color’ spectrum, no one is exempt from the implications and politics of race. In our hyphenated (American) culture, one of the primary ways in which we identify ourselves or others is through racial identity. (p. 588)

Understanding the influences of race in counseling and counselor education can assist with recognizing the importance of investigating the characteristic.

**The role of race and the counselor.** When exploring the impact of race on counselors, literature provides informative methods for competently working with minority clients. A counselor’s inability to help a client’s racially influenced challenges can contribute to the client’s negative perception of counseling, early termination, and the pursuit of culture-specific needs outside of the counseling relationship (Day-Vines, Bryan, & Griffin, 2013). As a conceptual article, Sue et al. (2007) explored the concept of racial microaggressions that affected racial minority clients and counselors in various ways. Sue et al. described and analyzed the manner in which racial microaggressions could be challenging for counselors to recognize, used for

additional education and research, and detrimental to the therapeutic alliance. Racial microaggressions involved subtle insults, which perpetrators might say or do consciously or unconsciously, directed towards people of color. Microassaults involved direct verbal attacks intended to hurt others, microinvalidations involved concepts that negate the experiences of people of color, and microinsults involved subtle occurrences that portray insensitivity to people of color. Sue et al. described the psychological distress that can occur, as victims must determine the intent of the microaggression, confronting the perpetrator, and the response of the offender. Additionally, Sue et al. explained the harm that professionals in positions of power, such as counselors and counselor educators, might cause if the perpetration of microaggressions occurs within professional relationships. Sue et al. expounded on the difficulty of creating a measure to assess racial microaggressions and the intentionality of behaviors, which can greatly impact the substantiation of claims by affected individuals.

Subsequent research studies on racial microaggressions provided insight on the negative effects of prolonged exposure to racial mistreatment; however, literature focused greatly on implications for clients of color (Ong, Burrow, Fuller-Rowell, Ja, & Sue, 2013; Owen, Tao, Imel, Wampold, & Rodolfa, 2014). Nadal, Griffin, Wong, Hamit, and Rasmus (2014) found an increased likelihood of individuals exposed to racial microaggressions demonstrating mental health challenges. Their study was comprised of 506 participants, self-identified as Asian American, Black, White, Latino, and multiracial. Nadal et al. examined the relationship between race and the total number of microaggressions that individuals experienced, as well as the relationship between race and the types of microaggressions that individuals experienced. Using scores from the Racial and Ethnic Microaggressions Scale (REMS) and Mental Health Inventory

(MHI), Nadal et al. described anxiety, depression, negative perceptions of the world, and diminished capacity to control behaviors as prominent mental health risks for victims of racial microaggressions. The researchers found statistically significant differences between White participants ( $M = 0.25$ ) and every other racial group in the study: Black participants ( $M = 0.40$ ,  $p = .001$ ), Asian participants ( $M = 0.35$ ,  $p = .001$ ), Latina/o participants ( $M = 0.39$ ,  $p = .001$ ), and multiracial participants ( $M = 0.36$ ,  $p = .001$ ). While Nadal et al. found significant differences between race and all of the types of microaggressions that individuals experienced, the most significant results in regard to the proposed study involve the sixth subscale. A statistically significant difference was found amongst racial groups in the area of workplace and school microaggressions,  $F(5, 454) = 2.93$ ,  $p = .013$ ,  $\eta^2 = .03$ . Statistically significant differences were found between Asian ( $M = 0.24$ ) and Black ( $M = 0.34$ ) participants ( $p = .04$ ), White ( $M = 0.14$ ) and Black ( $M = 0.34$ ) participants ( $p = .009$ ), White ( $M = 0.14$ ) and Asian ( $M = 0.24$ ) participants ( $p = .017$ ), White ( $M = 0.14$ ) and Latina and Latino ( $M = 0.24$ ) participants ( $p = .03$ ), and multiracial ( $M = 0.34$ ) and White ( $M = 0.14$ ) participants ( $p = .000$ ). Although concept of racial microaggressions in counseling research began as an examination of client and counselor concerns, these challenges occur in academic and work environments, which justify the need for research in academic environments.

**The role of race and the counselor educator.** The topic of race in current counselor education literature fluctuates between the specific experiences of Black individuals and general strategies that can address tolerance in all cultural groups (Behar-Horenstein, West-Olatunji, Moore, Houchen, & Roberts, 2012; Burton & Furr, 2014). The ACA code of ethics and CACREP standards consistently focus on additional areas of diversity and culture when alluding

to the topic of race for counselor educators, (ACA, 2014; CACREP, 2015a). Since 2010, minimal research has been conducted that describes challenges of non-Black, or non-African American, racial groups with regard to counselor educators.

Examining the area of academia, Brooks and Steen's (2010) qualitative study involved 12 Black male counselor educators (four tenured, eight untenured). Researchers used semi structured phone interviews to inquire about perceptions of the limited number of Black male counselor educators in the counseling field. One common theme between participants included demanding work schedule, yet an unrewarding academic life. Black male counselor educators possessed the opportunity to dedicate themselves to students and the counseling field; however, they recognized a limited relationship between academia and the community. Participants reported enjoying the chance to do significant work as counselor educators, such as research on important issues. Nevertheless, participants also noted the apparent lack of recruitment and retention of Black male counselor educators. Findings from the study imply an unwelcoming work environment for Black male counselor educators. While the information presented by Brookes and Steen exposes a large program concerning race in counselor education, the small sample population limits the strength of the implications.

Hernández, Carranza, and Almeida (2010) interviewed 24 racial minority mental health professionals. Of the 24 mental health professionals, 14 participants were only employed in clinical setting, nine participants were educators and practitioners, and one participant was solely an educator. Hernández et al. examined how professionals responded to racial microaggressions while continuing to perform job responsibilities. The study was comprised of Black, Latino Asian American, Asian, African Canadian, Asian Canadian, Latina Canadian, and Kurdish

Canadian participants who revealed experiencing professional racial challenges. Participants expressed recognizing racism but used mechanisms such as distancing themselves from the situations, practicing self-care methods to cope with work-related issues, and using religion to process circumstances with clients, colleagues, and students. Hernández et al. reported that 67% of participants confronted the perpetrators directly, 67% of participants documented the experiences for future action, and 92% of participants used their experiences to create support groups or programs to assist professionals who were also experiencing racial microaggressions. While a benefit of the study's findings reinforce the presence of racial microaggressions in the counseling and counselor education field, limitations involve the small sample population associated with the qualitative design.

Researchers continued to explore the topic of racial microaggressions in the counselor educator population. Cartwright et al. (2009) qualitative article involved six male and six female Black tenure-track rehabilitation counselor educators between the ages of 30 and 60. Cartwright et al. wanted to substantiate the existence of racial microaggressions in rehabilitation counselor education, while highlighting the specific experiences of Black counselor educators. Researchers utilized semi-structured phone interviews to explore issues of race and racism within academia. Participants expressed feelings of invisibility, marginalization, and assumptions of expertise on issues of diversity within their collegiate settings. Participants shared experiences of limited mentoring opportunities, challenged or questioned credentials by colleagues and students, as well as unequal treatment. The findings from this study substantiated the existence of multiculturally incompetent behaviors displayed by counselor educators, as well as implicated the effects on counselor educators of color. Similar to previous studies, despite the value of the information

that was obtained, the small sample population of the qualitative study can limit the impact of the results.

Similar to the study by Cartwright et al. (2009), Constantine et al. (2008) conducted a qualitative study involving seven female and five male Black tenured or tenure-track faculty members employed in counseling and counseling psychology doctoral programs. Specifically, Constantine et al. examined the perceived incidents of racial microaggressions directed against tenure-track or tenured Black faculty in counseling and counseling psychology programs using interviews. Participants ranged from 32 to 56 years old. Participants described feelings of invisibility within their programs, marginalization, challenged credentials by students and colleagues, forced positions in race-based organizations, and limited mentoring opportunities. Participants additionally shared feelings of self-consciousness concerning speech, clothing selection, and hairstyle decisions when interacting with colleagues. A strong aspect of the design utilized by Constantine et al. involved the recruitment of participants from Historically Black Colleges and Universities (HBCUs) and Predominantly White Institutions (PWIs). However, the small number of participants included in the qualitative design affects the generalizability of the findings to larger population groups.

While race has been considered an important cultural characteristic and a significant area of discrimination for some counselor educators, current literature has neglected to address the influence of diverse racial groups in counselor education. A consistent theme within the discussed articles involves a lack of quantitative articles with larger sample populations. The proposed study will help to fill the gap in literature by exploring multicultural competence with a larger population group and quantitative measures.

## **Ethnic Identity Awareness**

As counselors and counselor educators focused on the importance of multicultural competence, researchers also explored different variables that impacted the counseling relationship (Chao & Nath, 2011; Middleton et al., 2011). An important variable, which became significant in the exploration of competence, involved ethnic identity awareness. The multifarious concept of ethnic identity involves different facets of connection and membership with an ethnic group (Smith & Silva, 2011). Ethnic identity includes self-identification with a group, ethnic knowledge and commitment, and attitudes, actions, and traditions relative to an ethnic group (Phinney, 1992). Ethnic identity can differ in each person and transform throughout an individual's lifespan. The impact of ethnic identity can extend to attitudes, behaviors, relationships with others, worldviews, and interactions with people from other ethnic groups. The influence of ethnic identity has led to the creation of several models on progression and establishment (Cross, 1971; Cross & Vandiver, 2001; Helms, 1990a). While many of these models document the development of ethnic identity in minority group members, some models have also examined the development of White racial identity (Helms, 1990b). These models demonstrate various levels of personal awareness of ethnicity including unconsciousness, exploration, and assured stages of ethnic understanding.

**The role of ethnic identity awareness and the counselor.** Researchers have demonstrated that clients of color perceived counselors who addressed issues of race and culture in counseling to be more competent, experienced, and professional (Rothman, Malott, & Paone, 2012). Middleton et al. (2011) examined White racial identity development and multicultural competence of 412 White American mental health practitioners (265 female, 146 male, 1

nonresponsive) using the White Racial Identity Attitude Scale (WRIAS) and MCI. Surveying a sample population comprised of 40 percent professional counselors, 17 percent counseling psychologists, and 43 percent clinical psychologists, researchers found that a statistically significant relationship between racial identity and gender ( $SE = 0.028$ ,  $CR = 3.144$ ,  $p < .005$ ). Middleton et al. also found a statistically significant relationship between racial identity and multicultural competence ( $SE = 0.004$ ,  $CR = 4.861$ ,  $p < .01$ ). Specifically, White females perceived themselves to possess higher multicultural competence than White males on the MCI. Unfortunately, the sample size of each distinct population group contributed to a lack of fit for the statistical model used in the study. However, the findings from Middleton et al. support the importance of ethnic identity awareness in relation to multicultural competence within a non-minority population.

Chao and Nath's (2011) used structural equation modeling in a quantitative design to examine the impact of ethnic identity and gender roles on multicultural counseling competence. Chao and Nath surveyed 313 college counselors (269 female, 44 male) between 20 and 68 years old. The college counselor sample population consisted of one nonresponsive participant, 224 White, 19 Asian American, 30 Black, 29 Hispanic, and 10 individuals classified as other. Participants completed Internet surveys that included questions from the Sex-Role Egalitarian Scale (SRES), Balanced Inventory of Desirable Responding (BIDR), MCKAS, and MEIM. Chao and Nath found that with college counselors, there was a positive correlation between those who reported receiving training in multicultural topics and an enhanced understanding of ethnic identity and gender roles. Additionally, multicultural training interceded the gender roles, ethnic identity, and multicultural counseling competence. College counselors with higher quantities of



ethnic identity awareness recounted receiving more multicultural training and in turn, scored higher on multicultural counseling competency measures,  $F(2, 455) = 28.62, p < .001$ . These results reinforce the connection between ethnic identity awareness and multicultural competence, but also emphasize the influence of multicultural training. As Chao and Nath examined these variables in a counselor population, the proposed study will fill the gap in the literature by exploring the counselor educator populace.

Berger et al. (2014) utilized an online survey with 221 mental health providers (170 women, 51 men) to examine the relationship between therapist characteristics, person-level practices, agency-level practices, and cultural competency. Using the Cultural Competence Self-Assessment Questionnaire (CCSAQ), MCI, and BIDR, Berger et al. found a positive correlation between ethnic minority status and involvement with communities of color ( $p < .001, d = .50$ ). Ethnic minorities in the study also possessed employment in agencies with established multicultural policies and procedures. Participants with more knowledge and awareness about communities of color also positively correlated with the use of integrative treatment practices compared to precisely behavioral or non-behavioral strategies ( $p < .05, d = .43$ ). The findings by Berger et al. provide information for the significance of interactions with diverse communities and the influence of race. However, the findings rely on self-report measures that can limit the power of the information, as well.

**The role of ethnic identity awareness and the counselor educator.** Consistently, within the counselor population, ethnic identity awareness has contributed to increased multicultural competence and improved cultural relationships in the counseling setting (Chao & Nath, 2011; Middleton et al., 2011; Rothman et al., 2012). Conversely, research provides

minimal investigations concerning the connection between ethnic identity awareness and counselor educators. A search of the literature yielded limited articles that focused on ways to help counselors-in-training to understand the role of ethnic identity (Field, Chavez-Korell, & Rodríguez, 2010; Jernigan, Green, Helms, Perez-Gualdron, & Henze, 2010; Johnson & Lambie, 2013). The absence of information that addresses the ethnic identity of counselor educators substantiates a deficit in research of this population group.

### **Multicultural Competence**

Multicultural competence involves behaviors, attitudes, and policies that help professionals to work cross-culturally and intra-culturally (Shelton & Delgado-Romero, 2013). The faculty members of counseling programs retain the responsibility of educating counselors-in-training and counselor educators-in-training about multiculturally competent skills and information (ACA, 2014). The Council for the Accreditation of Counseling and Related Counseling Education Programs (CACREP) requires several aspects of diversity to be infused in counseling curriculum, displayed in the student body, and represented in counselor education faculty (CACREP, 2015a). Many graduate programs utilize remediation plans to assist with the development of multicultural competence when students display maladaptive skills or behaviors (Ancis & Ladany, 2010).

**The role of multicultural competence and the counselor.** The development of the MCCs became integral to the multicultural movement by helping to influence the standards and policies of organizations, such as ACA and CACREP (ACA, 2014; AMCD, 2015; CACREP, 2015a). This list of proficiencies helped counselors learn how to practice holistically and fostered a new way of teaching for counselor educators. The MCCs involve three basic domains that

include the counselor's awareness of personal cultural beliefs and prejudices, the counselor's awareness of the client's perception of the world, and culturally acceptable interventions to utilize with clients (Arredondo et al., 1996). Within each of the three domains, Arredondo et al. provided subgroup requirements that addressed the attitudes and beliefs, knowledge, and skills that culturally skilled counselors must possess. The creation of the MCCs occurred almost twenty years ago in a response to multicultural incompetence and unaccommodating techniques and actions (Arredondo et al., 1996). Nevertheless, recent literature continues to document the negative experiences of counselors, supervisees, and counselor educators due to cultural characteristics (Brooks & Steen, 2010; Henfield et al., 2013; Pittman, 2012; Shelton & Delgado-Romero, 2013).

Farmer, Welfare, and Burge (2013) examined the self-assessed competence of counseling professionals serving lesbian, gay, and bisexual (LGB) clients. Participants included 468 community counselors, school counselors, counselor educators, and counseling graduate students in one southeastern state. The ages of participants ranged from 22 to 75. Farmer et al. provided participants with questions from the Sexual Orientation Counselor Competency Scale (SOCCS) and Marlowe-Crowne Social Desirability Scale-Short Form C (MC-C). Overall competence yielded significant results,  $F(5, 462) = 27.07, p < .001, \eta^2 = .23$ . Participants identified as most competent concerning attitudes about LGB clients, moderately competent with knowledge of LGB issues, and least competent in possessing skills to utilize with the LGB population. A limitation of this study involves the use of self-report to assess multicultural competence, which might not translate into the concrete behaviors of participants. However, as results demonstrated significantly less competence in skills to utilize with LGB individuals, interacting with or

teaching students how to work with this population can be significant for counselor educators.

Similar to findings by Farmer et al. (2013), Shelton and Delgado-Romero (2013) examined multicultural incompetence of counselors working with lesbian, gay, bisexual, and questioning (LGBQ) individuals. The qualitative study involved 16 LGBQ individuals (nine females, seven males) who racially self-identified as White, Hispanic, and Black. Shelton and Delgado-Romero found themes involving the presence of sexual orientation microaggressions. Participants explained that counselors attempted to over-identify with LGBQ clients, made stereotypical comments, and attributed all presenting challenges to the sexual orientation of the participants. In addition, participants shared that counselors attempted to educate clients on the dangers associated with sexual orientation, and avoided sexual orientation. Limitations of Shelton and Delgado-Romero's findings involve the small qualitative sample, which can affect the generalizability of information to a larger population group.

The ACA (2014) standard A.4.b requires counselors to possess cognizance of personal beliefs and attitudes and avoid inflicting these values upon clients. The findings by Farmer et al. (2013) demonstrated a deficit in providing multiculturally competent skills to counselors-in-training. Whether displayed consciously or unconsciously, literature also demonstrates that the actions of multiculturally incompetent counselors have impacted the counseling perceptions of several clients (Shelton & Delgado-Romero, 2013).

**The role of multicultural competence and the counselor educator.** Ziomek-Daigle and Christensen's (2010) qualitative article involved eight counselor educators (five female, three male) currently employed in CACREP accredited masters programs in the southeastern United States. Researchers conducted face-to-face interviews concerning the purpose of gatekeeping,

performing gatekeeping functions, and the gatekeeping decision-making process. Participants described utilizing academic and interpersonal screening procedures prior to student admission into counseling programs, as well as continued assessments throughout the student's educational program. Additionally, participants explained the use of remediation plans, supervision, and suggestions for personal development opportunities to strengthen students with limitations. Multifaceted responsibilities exist for counselor educators; however, Ziomek-Daigle and Christensen provided information concerning the subjectivity that can influence gatekeeping decisions and that might be affected by cultural competence or the lack of cultural competence. Miller, Miller, and Stull (2007) examined the cultural attitudes, behaviors, and perceptions of institutional support for culture fair practices in counselor educators. The study included 154 counselor educator participants that ranged from ages 30 to 70. Participants completed the Survey of Cultural Attitudes and Behaviors (SCAB). Researchers found a low to moderate cultural bias concerning the issues of gender, race, sexual orientation, and social class. Participants demonstrated fewer biases concerning race and gender than social class and sexual orientation. Utilizing a 7-point Likert scale (1 = *strongly agree* to 7 = *strongly disagree*), counselor educators provided an average rating of scores of 2.85–3.46 on the bias of their academic institutions based on race, gender, sexual orientation, and social class. Miller et al. described the significance of bias within the population of counselor educators despite the existence of ethical and accrediting requirements. In addition, the researchers provide information concerning awareness of biased activities conducted or tolerated within some education institutions. Miller et al. found a large influence of attitudes on behaviors. The findings from Miller et al. illustrate the definition of multicultural competence by noting the significance

of social class and sexual orientation in discriminatory behaviors and practices. Implications of the findings of Miller et al. reinforce the concept that graduate programs with pervasively biased attitudes can create distressing environments for culturally diverse faculty members or students. Notwithstanding the consistent conversation of multicultural competence, tolerance, and respect, many counselor educators lack safety, comfort, and equal treatment in their academic settings.

The ACA code of ethics includes several standards that encourage the use of cultural sensitivity, the dissemination of diverse curriculum, and the use of culturally appropriate assessment measures (ACA, 2014). The ACA (2014) standard C.5 discourages discrimination based on several cultural characteristics; standard F.2.b requires supervisors to possess awareness of the influence of culture in the supervisory relationship, and standard F.7.c necessitates the inclusion of multicultural information in the courses and workshops given by counselor educators. The existence of multicultural incompetent behaviors or racial microaggressions within the power differential of counselor-client, supervisor-supervisee, and counselor educator-student relationships can be complicated. Research provides evidence of multicultural challenges for counselor educators; however, literature lacks the exploration of multicultural competence within the population of counselor educators.

### **Summary and Conclusions**

The literature review in Chapter 2 reveals a connection between race, ethnic identity awareness, and multicultural competence within counseling practice. Researchers explained a prevalence of negative outcomes from multiculturally incompetent interactions between counselor educators, students, supervisees, and other counselor educators (Brooks & Steen, 2010; Cartwright et al., 2009; Henfield et al., 2013; Pittman, 2012). Within the counseling

population, a connection exists between increased ethnic identity awareness and multicultural competence (Chao & Nath, 2011; Middleton et al., 2011). However, literature neglects to explore or recognize the relationships amongst the variables of race, ethnic identity awareness, and multicultural competence in the counselor educator population. The current study fills the gap in literature by investigating the concepts of ethnic identity awareness in counselor educators, while also exploring perceptions of multicultural competence within this population group.

Chapter 3 proposes the use of quantitative research to understand the relationships between race, ethnic identity awareness, and multicultural competence within the counselor educator population. This chapter will identify the sample population, sampling method, data collection method, and data analysis of the current study.

## Chapter 3: Research Method

### **Introduction**

The purpose of this research includes understanding the relationships among race, ethnic identity awareness, and multicultural knowledge and awareness for counselor educators currently employed in CACREP-accredited counseling programs. Chapter 3 begins with a discussion of the quantitative research method proposed for this study. This chapter involves the research design, variables investigated, research questions, and research hypotheses. The chapter continues by addressing the population of counselor educators, sampling procedures, and methods of data collection. The chapter concludes with a discussion of the instrumentation and ethical procedures.

### **Research Design and Rationale**

The current research study involved a quantitative research design. Quantitative research designs use numerical data and close-ended questioning styles to explore various topics and relationships (Creswell, 2009). Researchers develop hypotheses to test theories based on information obtained in the literature. Quantitative designs can also include using measurement scales to assess different phenomena and investigate distinctive populations (Frankfort-Nachmias & Nachmias, 2008). Researchers use statistical procedures and programs to analyze data and the significance of results.

Within the quantitative research design, survey methodology supported examining the independent variables of race and ethnic identity awareness, as well as the dependent variable of multicultural competence. Groves et al. (2009) defined *survey methodology* as “a systematic method for gathering information from (a sample) of entities for the purposes of constructing



quantitative descriptors of the attributes of the larger population in which the entities are members” (p. 2). Results obtained from survey research can support the improvement of circumstances, evaluate conditions, assess opinions, and provide information about a population (Dougherty, 2009). The survey methodology in the current study addressed the research questions that explored the relationships amongst race, ethnic identity awareness, and multicultural competence among counselor educators currently employed in CACREP accredited counseling programs.

### **Research Questions and Hypotheses**

The focus of the current study involved understanding the multicultural competency of current counselor educators. The researcher in this study investigated the relationships between race, ethnic identity awareness, and multicultural competence of counselor educators from CACREP universities. Data consisted of participant responses to demographic questions, an adapted version of the MCKAS, and the MEIM (Ponterotto et al., 2002; Ponterotto & Potere, 2003; Phinney, 1992). The following four research questions were examined:

Research Question 1: What is the relationship between counselor educators’ multicultural competence as measured by participant scores on the MCKAS, and race?

$H_01$ : Participant scores on the MCKAS and the racial classification of participants will not be related on a statistically significant level.

$H_11$ : Participant scores on the MCKAS and the racial classification of participants will be related on a statistically significant level.

Research Question 2: What is the relationship between counselor educators’ multicultural competence, as measured by participant scores on the MCKAS, and ethnic identity awareness, as

measured by participant scores on the MEIM?

*H*<sub>0</sub>2: Participant scores on the MCKAS and participant scores on the MEIM will not be related on a statistically significant level.

*H*<sub>1</sub>2: Participant scores on the MCKAS and participant scores on the MEIM will be related on a statistically significant level.

Research Question 3: To what degree does the variable of race predict multicultural competence for counselor educators, based on participant scores on the MCKAS?

*H*<sub>0</sub>3: The racial minority classification of participants will not influence scores attained on the MCKAS on a statistically significant level.

*H*<sub>1</sub>3: Participants who ascribe to racial minority classifications will attain higher scores on the MCKAS on a statistically significant level.

Research Question 4: For counselor educators, to what degree does ethnic identity awareness, as measured by participant scores on the MEIM, predict multicultural competence, as measured by participant scores on the MCKAS?

*H*<sub>0</sub>4: The attainment of higher scores on the MEIM will not influence participant scores on the MCKAS on a statistically significant level.

*H*<sub>1</sub>4: Participants who attain higher scores on the MEIM will attain higher scores on the MCKAS on a statistically significant level.

## **Methodology**

The methodology section contains information concerning the population, sampling procedures, and method of data collection for the study. In addition, the instrumentation, proposed data analysis process, and management of human participants are also discussed.

## **Population**

The target population for this research study included self-identified counselor educators who were currently employed in CACREP accredited counseling programs. Counselor educators instructed or supervised masters or doctoral students and possessed varying levels of educational experience in academia. Although the total number of counselor educators employed in CACREP accredited counseling programs remained unknown, the CACREP website reported a total of 716 accredited counseling programs (CACREP, 2015).

## **Sampling and Sampling Procedures**

The study involved using a criterion-based nonprobability sample of counselor educators currently employed in CACREP accredited counseling programs. The selection of CACREP accredited programs included the large multicultural focus of CACREP standards for programs in the area of faculty and student body composition, curricula, advocacy, and research (CACREP, 2015a). Nonprobability samples can be useful in studies that possess a lack of access to the list of the researched population (Frankfort-Nachmias & Nachmias, 2008). Current statistics of the demographics for counselor educators in CACREP programs did not exist to construct a proper reflection with probability sampling. Obtaining responses from a diverse group of counselor educators throughout the United States assisted with the study's generalizability to other counselor educators. The sampling frame of the research study included an emailed invitation to faculty in CACREP accredited programs. In addition, participants were recruited from the CESNET-L listserv (CACREP, 2015; CESNET-L, 2013). This criterion-based approach helped to directly target counselor educators for inclusion in the study.

Determining an appropriate sample size allowed for generalization of the results to the proposed population of counselor educators. Statistical power involves the factors of sample size, significance level, and effect size (Green & Salkind, 2014). G\*Power 3.1 calculated the statistical power of the study and ascertained the sample size necessary for the research study, including correlation and regression analyses (Heinrich-Heine-Universität Düsseldorf, 2013). Within the G\*Power 3.1 program, an a priori analysis determined the necessary sample size and controls for Type 1 and 2 error probability (Green & Salkind, 2014). The information from G\*Power ensured that the null hypotheses,  $H_0$ , were correctly accepted or rejected. Calculations in G\*Power included: two predictors, an effect size  $f^2$  of 0.20,  $\alpha$  err prob of 0.05, and power (1- $\beta$  err prob) of 0.95 (Field, 2013). The G\*Power 3.1 results from the linear multiple regression: fixed model,  $R^2$  deviation from zero indicated the need for a total sample size of 81 participants.

A target sample of 700 allowed for a minimal response rate of 12% to meet the minimum number of 81 participants (Shannon & Bradshaw, 2002). Criterion-based sampling was utilized with the counselor education population. This method supported the selection of counselor educators currently employed in CACREP accredited graduate counseling programs. Responsibilities of these Counselor educators included instructing or supervising masters or doctoral students in CACREP accredited graduate counseling programs.

### **Procedures for Recruitment, Participation, and Data Collection**

Data collection methods for the proposed dissertation study involved the use of an online survey provided to counselor educators currently employed in CACREP accredited counseling programs (CACREP, 2015b). Online survey programs, such as Survey Monkey can support the preparation of quantitative data by organizing participant responses into compatible formats for

data analysis software (Creswell, 2009). Benefits of utilizing survey methodology included the ability to collect data electronically (Creswell, 2009). Some additional advantages of survey methodology included quick results and the ability to obtain data from large numbers of population groups (Groves et al., 2009). The MCKAS, MEIM, and demographic questions were entered into the Survey Monkey program and assigned an Internet link.

The Internet link was included in emails and a posting on the CESNET-L listserv along with invitation and consent to participate information. Currently, the CACREP website listed all of the CACREP accredited institutions, along with contact persons for each program (CACREP, 2015b). Emailed invitations were sent to program contacts with a request to forward the email to other counselor education faculty members in each school's program. The survey link initially opened a consent to participate form that provided informed consent information prior to providing participants with access to the survey measure.

Posting survey requests on the CESNET-L listserv required the initial permission of the listowner, Dr. Marty Jencius (CESNET-L, 2013). The emailed permission request of the listserv necessitated a time limit for survey completion, a description of the variables, advisors and contact information, informed consent information, and a schedule for the allotted three requests. Once the listowner granted permission to post in the listserv, which provides a forum for counselor educators and counselor education students, the researcher proceeded with the request for participants. Membership in ACA allowed for the posting of the participation request on the corresponding listserv without the necessity of organizational permission.

In concordance with the ACA code of ethics, the researcher provided participants with informed consent agreements and required an electronic confirmation prior to participating in

this study (ACA, 2014). Informed consent agreements detailed the purpose of the study, risks and benefits, the voluntary nature, limits to confidentiality and privacy, and proper contacts concerning the study. In addition to being provided with the researcher's contact information, participants also received information with the appropriate individuals to contact at Walden University, if they have any questions. Participants were not able to access the survey measure without providing consent on the website. The Survey Monkey (2015) software program stored and collected participant data in an encrypted file that required user authentication and a password. Survey Monkey software could export the data in a variety of formats that could be downloaded by the researcher. Data was downloaded in a SPSS file format and saved in an encrypted, password-protected file. The data remained stored until the desired amount of participants was obtained. The Internet link to the survey was deactivated when the desired amount of participants was reached.

Counselor educators who received the program specific invitation email or responded to the CESNET-L listserv posting requesting participation in the research study could decide to participate or to decline participation. Counselor educators were asked to consent to participating without providing any personal information. Participants could choose to withdraw from the study by exiting the website at any time. Participants who chose to complete the study received a message of gratitude at the conclusion of the study, along with contact information for the researcher. All data were collected at one time without follow-up contact. If participants chose to exit the study without completing the survey, participants possessed the opportunity to access the survey link again. Participants were required to restart the survey from the beginning.

## **Instrumentation and Operationalization of Constructs**

The concept of reliability involves a measure's propensity to generate similar results when repeatedly utilized (Creswell, 2009). Conversely, validity includes the ability of an instrument to measure the intended concept accurately (DeVellis, 2012). Issues of reliability and validity can arise concerning the use and development of measures in quantitative and survey designs. Self-constructed surveys or new questionnaires can lack consistency, or reliability, due to the lack of repeated use (Groves et al., 2009). The thorough investigation and use of reliable and valid measures can support researchers by working to minimize issues of reliability and validity (Creswell, 2009). Further discussed is the use of two reliable and valid measures included in the survey.

**Multicultural counseling knowledge and awareness scale.** The MCKAS consisted of 32 questions intended to measure self-reported multicultural counseling knowledge and awareness (Ponterotto et al., 2002). As a revision of the Multicultural Counseling Awareness Scale, the MCKAS featured a 7-point Likert scale (*[1]not at all true, [3] somewhat true, [7] totally true*). The higher sums of items in the Knowledge and Awareness subscales represent enhanced competence based upon self-reported responses. As a two-factor instrument, the MCKAS included 20 items that assess multicultural knowledge and 12 items that assessed multicultural awareness.

The multicultural Knowledge subscale included 20 questions that assessed the self-reported understanding of multicultural counseling topics. An example of a sample question included, "I am aware of certain counseling skills, techniques, or approaches that are more likely to transcend culture and be effective with any client." Ponterotto et al. (2002) used the MCKAS

with 525 counseling and counseling psychology students and professionals (83% White, 7% Black, 6% Latino, 2% Asian American, 1% Native American, 1% other, 349 women, and 176 men). The coefficient alpha for the Knowledge subscale was .90 (Ponterotto et al., 2002). Additionally, the Awareness subscale included 12 questions that assess the self-reported comprehension of multicultural counseling concerns. An example of a sample question included, “I believe that all clients should maintain direct eye contact during interactions.” The coefficient alpha for the Awareness subscale was .80 (Ponterotto et al., 2002).

Constantine and Ladany (2001) found negative correlations between social desirability and the Awareness subscale. Additionally, a significant correlation was found between the Knowledge subscales of the MCI and the MAKSS (Pope-Davis & Dings, 1994; Sadowsky et al., 1994), providing convergent validity for the Knowledge subscale. Cronbach’s alphas were in the range of .89 to .93 for the entire MCKAS. Subscale intercorrelations were reported to be low to moderate, with a .37 mean across studies, lending support for the distinct evaluation of constructs (Ponterotto et al., 2002). Test-retest reliability coefficients, after ten months, were .70 for the Knowledge subscale and .73 for the Awareness subscale (Ponterotto & Potere, 2003).

Participants in the current study received adapted questions from the MCKAS to accommodate the counselor educator population, with the permission of the authors (Ponterotto et al., 2002; Ponterotto & Potere, 2003). The current MCKAS used language that referred to counselors, clients, and counseling sessions. The adapted survey replaced this language with counselor educators, students/supervisees, counselor education and supervision, and academic interactions. The developer of the MCKAS granted permission to use and modify the measure.

**Multigroup ethnic identity measure.** Phinney (2002) developed the MEIM to assess



ethnic identity awareness in participants using 12 questions. The MEIM featured a 4-point Likert scale (*strongly agree, agree, disagree, strongly disagree*). Higher scores represented an enhanced level of identity awareness. While the MEIM included two components, ethnic identity search and affirmation, belonging, and commitment, the author suggested using the mean of the scores to provide an overall calculation. The Ethnic Identity Search subscale involved five questions to assess the thoughts and progress of individuals concerning ethnic identity awareness. An example of a sample question included, “I think a lot about how my life will be affected by my ethnic group membership.” The Affirmation, Belonging, and Commitment subscale involved seven questions to assess feelings associated with ethnic identity awareness. An example of a sample question included, “I feel good about my cultural or ethnic background”.

Researchers tested the MEIM with various cultures and population groups. Roberts et al. (1999) used the MEIM with 5,423 culturally diverse adolescents in the southwest United States. Phinney and Baldelomar (2006) used the MEIM with 93 high school students (35 Black, 26 Mexican American, 16 Armenian American, and 16 Vietnamese American) in southern California. The MEIM was utilized with 192 college students (70% Latino, 20% Asian American, 5% European American, 3% Black, and 2% mixed race or other) in a predominantly minority university in California (Phinney & Ong, 2006). Regarding reliability, Phinney and Ong (2006) found Cronbach alphas of .83 for the exploration area and .89 for the commitment area of the measure. Phinney and Ong (2007) also utilized the MEIM on a population of 241 university students (51% Latino, 26% Asian American, 14% mixed race or other, 26.5% foreign born, 78% women, and 22% men). Phinney and Ong (2007) found Cronbach alphas of .76 for the

exploration component and .78 for the commitment component of the measure.

**Survey questions.** The online survey included five demographic questions, in addition to the adapted questions from the MCKAS and questions from the MEIM (see Appendix A). These demographic questions assisted in understanding the cultural composition of the sample population. Additional survey questions included racial classification, gender classification, sexual orientation, length of employment as a counselor educator, and type of program in which participants obtained their doctoral degrees. Responses to the racial classification questions were utilized within the primary analysis; however, additional questions were used to describe the sample population.

### **Operationalization of Variables**

Operationalization involves the method of describing variables in measurable terms (Creswell, 2009). The first independent variable (IV) involved ethnic identity awareness. The ordinal level variable of ethnic identity awareness included the score obtained by participants on the 12 questions of the MEIM. Survey questions 33 through 44 stemmed from the MEIM measure. The second IV included the race of participants. The categorical variable of race was addressed in survey question 45, requiring the utilization of a frequency distribution (Green & Salkind, 2014). Racial classifications included associations, based on the U.S. Census Bureau's racial and ethnic identity categories, with numerical values to determine the frequency of each category's occurrence in the data set (U.S. Census Bureau, 2015).

The dependent variable (DV) in the current study included the multicultural competence level of counselor educators, as measured by participant scores on the MCKAS. The ordinal

level variable of multicultural competence involved the score obtained by participants on the 32 questions of the MCKAS. Survey questions 1 through 32 derived from the MCKAS measure.

### **Data Analysis Plan**

Once the desired amount of participants completed the survey, results were downloaded in a Microsoft Excel file. The Statistical Package for the Social Sciences (SPSS) computer program was used to describe the sample and generate the statistics for the study (IBM Corporation, 2015). The Statistical Package for the Social Sciences (SPSS) computer program provided the opportunity to enter survey data, perform statistical calculations, and test hypotheses in quantitative research.

Data cleaning involved reviewing the data to identify and adjust any errors (Frankfort-Nachmias & Nachmias, 2008). The initial method of data cleaning that was employed included spot-checking. The participant responses from the Survey Monkey program were compared to the SPSS file to ensure the presence of correctly entered raw data. The second method of data cleaning involved eyeballing the results to ensure that the correct codes were used for each response. The final strategy of data cleaning included a logic check to guarantee that participants provided rational answers to related questions. The SPSS program was used to electronically identify outliers.

An analysis of the descriptive statistics function in SPSS provided information on outliers, while also creating plots and graphs to visually represent the data set (Field, 2013). Outliers that might be attributed to incorrectly measured or entered data were removed from the data set. Outliers that impacted the assumptions of the test, but do not change the results of the analyses were removed from the data set and noted in the results, as well (Frankfort-Nachmias &

Nachmias, 2008). If outliers affected the results of the study and the assumptions of the test, the statistical test was conducted with and without these responses. The effects of the presence and absence of the outlier were addressed in the results section. If outliers generated a statistically significant relationship, the outliers were removed and the absence of a statistically significant relationship was reported in the results.

The proposed study addressed the following research questions and hypotheses:

- Research Question 1: What is the relationship between counselor educators' multicultural competence as measured by participant scores on the MCKAS, and race?

$H_01$ : Participant scores on the MCKAS and the racial classification of participants will not be related on a statistically significant level.

$H_11$ : Participant scores on the MCKAS and the racial classification of participants will be related on a statistically significant level.

- Research Question 2: What is the relationship between counselor educators' multicultural competence, as measured by participant scores on the MCKAS, and ethnic identity awareness, as measured by participant scores on the MEIM?

$H_02$ : Participant scores on the MCKAS and participant scores on the MEIM will not be related on a statistically significant level.

$H_12$ : Participant scores on the MCKAS and participant scores on the MEIM will be related on a statistically significant level.

- Research Question 3: To what degree does the variable of race predict multicultural competence for counselor educators, based on participant scores on the MCKAS?

*H*<sub>03</sub>: The racial minority classification of participants will not influence scores attained on the MCKAS on a statistically significant level.

*H*<sub>13</sub>: Participants who ascribe to racial minority classifications will attain higher scores on the MCKAS on a statistically significant level.

- Research Question 4: For counselor educators, to what degree does ethnic identity awareness, as measured by participant scores on the MEIM, predict multicultural competence, as measured by participant scores on the MCKAS?

*H*<sub>04</sub>: The attainment of higher scores on the MEIM will not influence participant scores on the MCKAS on a statistically significant level.

*H*<sub>14</sub>: Participants who attain higher scores on the MEIM will attain higher scores on the MCKAS on a statistically significant level.

The first and second research questions investigated the relationships between two variables; therefore using a Pearson's correlational statistic described any connections between or amongst variables (Frankfort-Nachmias & Nachmias, 2008). The creation of a numerical value for the categorical variable of race, included in the first research question, required the utilization of a frequency distribution (Green & Salkind, 2014). Racial classifications included associations, based on the U.S. Census Bureau's racial and ethnic identity categories, with numerical values to determine the frequency of each category's occurrence in the data set (U.S. Census Bureau, 2015). Racial categories were represented as 1 = Black or African American, 2 = White, 3 = Hispanic or Latino, 4 = Asian, American Indian, and Alaska Native, 5 = Native Hawaiian and Other Pacific Islander, 6 = Multiracial, and 7 = other. The regression analysis, through the SPSS program, yielded correlational information, which was used to support relational answers to the

first and second research questions (Green & Salkind, 2014). A benefit of utilizing a correlational design included the ability for the researcher to establish or refute a relationship between two variables (Campbell & Stanley, 1963). Correlational designs compare two entities to determine the effect of one on the other. These designs can yield positive, negative, or zero correlations between the compared units. A positive correlation implies a relationship in which an increase in one unit contributes to an increase in another unit (Creswell, 2009). A positive correlation can also include a decrease in one unit contributing to a decline in another (Frankfort-Nachmias & Nachmias, 2008). Conversely, a negative correlation entails an increase in one variable leading to a reduction in another. A decrease in one variable that leads to an increase in another variable can also yield a negative correlation. The study does not yield a correlation when no relationship exists between two variables or a change in one entity does not affect the other entity.

The third and fourth research questions involved understanding the degree of prediction between variables; therefore, a linear regression analysis was used. The use of a linear regression analysis required finding the best-fitting straight line for a specific amount of data (Field, 2013). Regression analyses supported the prediction of the meaning of a variable, when provided with the meaning of another variable. Multiple regressions include several independent variables, which might be connected with the dependent variable (Field, 2012).  $R^2$  were used to assess the amount of variance in the independent variable's accountability for the dependent variable. The assumptions of the linear regression analysis, linearity and homoscedasticity, were assessed, as well.

The current study used a moderate effect size of .20, a standard error of 0.05, and a

confidence interval of 95%, which resulted in a conservative sample size for this quantitative study. The adjusted  $R^2$  value was used to determine the appropriateness of the statistical test. Within the linear regression analysis, variance was determined by examining the Cox and Snell or Nagelkerke  $R^2$  values. The Wald  $R^2$  values were used to assess the prediction strength of the independent variables on the dependent variables. The odds ratio value described the effect that a unit change in the independent variable has on the adjustment of odds (Field, 2013). The odds ratio provided the probability of an occurrence divided by the probability of nonoccurrence amongst the studied concept. If the value of the odds ratio is larger than one, a positive correlation exists between the independent variable and the dependent variable outcome (Field, 2012). Conversely, if the odds ratio is less than one, a negative correlation exists between the independent variable and the dependent variable outcome.

### **Threats to Validity**

External validity threats involved challenges that stem from incorrect associations between the sample data and the larger population group or entity (Creswell, 2009). While generalizing the results of the proposed study to all counselor educators employed in CACREP accredited graduate counseling programs can be advantageous, a threat to validity would exist to assume that the findings can be generalized to every counselor educator. A threat to external validity in the current study can include the interaction of setting and treatment in which the features of the environments of participants impact the generalization of results. The researcher utilized the Internet to obtain participants from various CACREP accredited counseling programs. While the CACREP standards encouraged the presence of diverse student bodies and faculties in counseling programs, the composition of counseling programs and propensity for

multiculturally competent behaviors could differ. Recruiting counselor educators from several programs through direct email and the CESNET-L listserv could increase the flexibility of exposure to different cultures.

Internal validity threats included the experiences of the participants that might jeopardize the ability of the researcher to generalize the data to a larger population group (Creswell, 2009). The issue of selection could impact the proposed study due the knowledge base of counselor educators, who possessed the requirement to teach content associated with race, ethnic identity, and multicultural competence. The use of an Internet survey contributed to a more culturally diverse population group. Additionally, the issue of mortality, or lack of retention, could influence the study due to the time required to complete the survey measure. The issue of mortality was decreased with the one time survey completion required and number of survey questions.

The assurance of construct validity included the use of two established research instruments, as well as estimation for reliability for the data obtained in the study (Creswell, 2009). The assurance of conclusion validity involved the use of the correct statistical analysis to understand the relationships between variables after addressing the assumptions of each analysis.

### **Ethical Procedures**

Consideration of ethical standards helped to ensure the safety of each participant. The current study adhered to the ethical requirements of the ACA, as well as the guidelines imposed by the Walden University IRB (ACA, 2014; Walden University, 2010). In concordance with the ACA code of ethics, researchers provided participants with informed consent agreements and required an electronic signature prior to participating in this study. Informed consent



agreements detailed the purpose of the study, risks and benefits, the voluntary nature, limits to confidentiality and privacy, and proper contacts concerning the study. In addition to being provided with the researcher's contact information, participants also received information with the appropriate individuals to contact at Walden University, if they had any questions.

The data collection process began after the Walden University IRB approved the research study (Walden IRB approval no. 11-02-15-0406314). The IRB approval process incorporated federal regulations and university ethical standards. Additionally, the completion of the National Institute of Health Office of External Research Protecting Human Research Participants was required to attain IRB approval. Following the IRB endorsement, participants electronically signed a Consent to Participate Agreement prior to receiving access to the survey instrument.

The Walden University IRB examines and approves the proposed studies of students and faculty members to ensure the protection of human subjects (Walden University, 2010). The current study qualified for Walden University's expedited review level. Expedited reviews must satisfy one or more of four categories: *educational research* in a generally accepted educational environment; *performance and opinion research* that uses survey procedures or educational tests; *archival research* that studies existing data or documents, and *evaluation of public programs* that involve agency approval of assessing programs. The survey design, anonymity of participants through the online modality, and adult population of counselor educators fulfills the *educational research* and *performance and opinion research* categories. Participants possessed counseling training, which provided the experience necessary to evaluate information in the research areas of multicultural competence and ethnic identity awareness.

The current study involved some risk of minor discomforts that could be encountered in daily life. The researcher possessed awareness of the emotional reactions that might stem from discussions involving race, ethnicity, discrimination, and prejudice; therefore, participants were given referral information for psychological service providers, if needed. The website for the National Board of Certified Counselors (NBCC) was shared with participants for the purposes of providing counseling referral information (NBCC, 2015). The NBCC website allowed participants to find National Certified Counselors across the United States. The counselor educators who chose to participate were well informed about the purpose of this study and were free to withdraw from the study at any time. According to ACA ethical guidelines, participants were also informed about what would be done with the information obtained (ACA, 2014). Participants were free to withdraw from the study at any time without penalty by exiting out of the survey website. In the event of an adverse event, the participants were provided with contact information for the researcher for further assistance.

Participants could expect the confidentiality of responses without the collection of personally identifying information. Participation was voluntary. The emails and postings requested participation; however, no personally identifying information about participants was requested. Participants completed the study using an electronic survey; therefore, participants could also expect anonymity of responses. Survey Monkey (2015) featured an encrypted program that required user authentication and passwords to access data. The Survey Monkey program also allowed researchers to export data in various formats that were downloaded and saved in a password-protected and encrypted SPSS file. The SPSS file included a consistent

backup on an external hard drive. After the completion of the study, data will be stored on a USB for five years and destroyed at the end of the five-year period.

### **Summary and Transition**

Chapter 3 addressed the definitions of the key terms investigated in this quantitative study, including race, ethnic identity awareness, and multicultural competence. This chapter also examined the justification for using a quantitative design, as well as correlational and regression analyses to determine the relationships between the independent and dependent variables. In support of creating a methodologically aligned study, chapter three also discussed the research design, population, method of data collection, and protection of participants required for thorough implementation of the research design. Chapter 4 provides a comprehensive description of the recruitment response rates, descriptive and demographics of the sample, and the results of the correlational and regression data analyses.

## Chapter 4: Results

### Introduction

The main purpose of this study was to assess the relationships between race, ethnic identity awareness, and multicultural competence in counselor educators. The background of the study and associated research within Chapters 1 and 2 are described. The assumptions included correlations between race and multicultural competence, as well as ethnic identity awareness and multicultural competence. The following research questions and hypotheses were explored:

- Research Question 1: What is the relationship between counselor educators' multicultural competence as measured by participant scores on the MCKAS, and race?

$H_01$ : Participant scores on the MCKAS and the racial classification of participants will not be related on a statistically significant level.

$H_11$ : Participant scores on the MCKAS and the racial classification of participants will be related on a statistically significant level.

- Research Question 2: What is the relationship between counselor educators' multicultural competence, as measured by participant scores on the MCKAS, and ethnic identity awareness, as measured by participant scores on the MEIM?

$H_02$ : Participant scores on the MCKAS and participant scores on the MEIM will not be related on a statistically significant level.

$H_12$ : Participant scores on the MCKAS and participant scores on the MEIM will be related on a statistically significant level.

- Research Question 3: To what degree does the variable of race predict multicultural

competence for counselor educators, based on participant scores on the MCKAS?

*H<sub>0</sub>3*: The racial minority classification of participants will not influence scores attained on the MCKAS on a statistically significant level.

*H<sub>1</sub>3*: Participants who ascribe to racial minority classifications will attain higher scores on the MCKAS on a statistically significant level.

- Research Question 4: For counselor educators, to what degree does ethnic identity awareness, as measured by participant scores on the MEIM, predict multicultural competence, as measured by participant scores on the MCKAS?

*H<sub>0</sub>4*: The attainment of higher scores on the MEIM will not influence participant scores on the MCKAS on a statistically significant level.

*H<sub>1</sub>4*: Participants who attain higher scores on the MEIM will attain higher scores on the MCKAS on a statistically significant level.

The hypotheses were tested to determine the correlations and predictive relationships of the independent variables (race and ethnic identity awareness) and the dependent variable (multicultural competence). The employed methodology used to collect and analyze data was summarized in Chapter 3. Chapter 4 includes the data collection process and results. The data collection procedures followed the strategies described in Chapter 3, including the sample population of counselor educators, sampling procedures, and data collection methods. The results also include the descriptive statistics and the results of the statistical analyses.

### **Data Collection**

The sampling frame for this study included current counselor educators employed in CACREP accredited counseling programs. Criterion-based sampling was utilized by advertising

the invitation to participate by posting to the CESNET-L listserv, directing emailing liaisons in CACREP accredited programs, and posting to the ACA listserv. All respondents were able to complete the 49 questions, without the necessity of follow up.

The process used to obtain the sample began by accessing the CACREP website and adding the list of schools and programs into an Excel spreadsheet. The CACREP liaisons were entered into the spreadsheet and corresponding email addresses for each counselor educator were located by using Internet search engines and university websites. This processes narrowed the accessible population to 716 accredited programs and 317 CACREP contacts, as multiple accredited programs at a university often involved the same individual as a contact. Invitations to Participate and notices to post the Invitation to Participate on the listservs were sent from my Walden University email.

The Invitation to Participate was posted on the CESNET-L listserv. Over the course of two weeks, emails were sent to 312 CACREP contacts. Five email addresses could not be located on university websites or using the Internet search engine. One email was returned and two emails received a response that the receiver was on a sabbatical. Two weeks after the initial CESNET-L listserv posting, the invitation was posted again. Four weeks after the initial CESNET-L listserv posting, the final invitation was posted. The request was also posted on the ACA listserv. Over approximately six weeks of data collection, 90 surveys were completed. The data was downloaded into a SPSS file from the Survey Monkey program, where it was screened and cleaned for statistical analysis.

## Sample

Counselor educators currently employed in CACREP accredited counseling programs were the sampling frame in this study. The a priori estimate for the sample size was 81. Three hundred and twelve individuals were directly contacted, as well as Internet postings on a counselor education and counseling listserv, which followed the sampling protocol previously described. From the group of contacted individuals, 100 counselor educators responded, which was a response rate of roughly 14% that exceeded the desired sample size. Further discussed in this section are the demographics of the sample.

**Demographics.** The survey included several items to help establish the external validity of the results from the sample. Demographic questions included information concerning race, gender, sexual orientation, length of employment as a counselor educator, and type of program in which the respondents obtained their doctoral degrees. One question on the MEIM also requested the self-identify ethnicity of each respondent, as well. Further discussed in this section are findings about the sample population.

**Counselor educator demographics.** More women (70.1%,  $n = 61$ ) than men (28.7%,  $n = 25$ ) or trans individuals (1.1%,  $n = 1$ ) responded to the survey. Additionally, more heterosexual or straight (74.4%,  $n = 64$ ) than gay or lesbian (15.1%,  $n = 13$ ) or bisexual (10.5%,  $n = 9$ ) counselor educators participated in the survey. The participants included 57.5% White ( $n = 50$ ), 20.7% Black or African American ( $n = 18$ ), 6.9% Asian American, Indian, and Alaska Native ( $n = 6$ ), 5.7% Multiracial ( $n = 5$ ), 5.7% other ( $n = 5$ ), and 3.4% Hispanic or Latino ( $n = 3$ ) counselor educators. The length of employment as a counselor educator included 31% ( $n = 27$ ) of 0–5 years, 26.4% ( $n = 23$ ) of 6–10 years, 12.6% ( $n = 11$ ) of 16–20 years, 11.5% ( $n = 10$ ) of 11–15

years, 10.3% ( $n = 9$ ) of 26 or more years, and 8% ( $n = 7$ ) of 21–25 years of experience.

Furthermore, 73.3% ( $n = 63$ ) of respondents obtained their doctoral degree from a CACREP accredited counseling program. While literature does not provide published demographics of counselor educators employed in CACREP accredited programs, several authors have described the smaller numbers of racial and sexual minorities in the counselor education profession (Behar-Horenstein et al., 2012; Burton & Furr, 2014; Farmer et al., 2013, Shelton & Delgado-Romero, 2013). None of the statistics in the current study seemed to be contradictory to what might be logically expected in the population group.

## **Results**

Data were entered into SPSS version 21 to analyze the collected responses from the survey. Descriptive statistics, reliability estimates, and linear regression analyses provided insight into the relationships amongst race, ethnic identity awareness, and multicultural competence. Further discussed in this section are the results of the data analysis processes.

### **Data Screening and Recoding**

The responses were checked for errors and missing information through the SPSS program. The Survey Monkey program automatically disqualified any participant who answered that he or she was not currently employed in a CACREP accredited program. Although 100 counselor educators accessed the survey, three people were disqualified for not being employed in a CACREP accredited program and seven people did not complete the survey. These responses were removed from the data analysis. After the data screening, responses from ten people were removed, which resulted in 90 viable survey responses used to test the research questions.



The scoring directions for the 32-item MCKAS required the reverse scoring of ten items included in the survey (Ponterotto & Potere, 2003). The initial format of the survey items utilized a low score for an indication of high multicultural counseling awareness. These items were reverse scored within the SPSS program prior to conducting the data analyses.

### **Descriptive Statistics**

The utilization of established measures required an analysis of each variable prior to testing the relationships amongst each concept. Cronbach's alpha was calculated for each measure to understand internal consistency and scale reliability (Field, 2013). Statistics of the independent and dependent variables are further discussed in this section.

**Independent variables.** The descriptive statistics of all variables are described in Table 1. The independent variables included racial classification and ethnic identity awareness measured through results on the MEIM. The respondents consisted primarily of counselor educators who self-identified as being White, which was denoted as the numerical value of two in the survey.

Table 1

*Descriptive Statistics of the Variables (n = 90)*

Variable	Missing	<i>M</i>	<i>SD</i>	Range	Skewness	Kurtosis
Racial classification	3	2.483	1.634	6	1.732	2.080
Ethnic identity awareness	0	3.155	0.569	2.86	-0.443	0.489
Multicultural competence	0	5.722	0.710	4.31	-1.686	4.519

The score of ethnic identity awareness using the MEIM required the calculated mean of questions 33–44 (Phinney, 1992). The mean value of ethnic identity awareness for participants was 3.155, a fairly strong sense of awareness, with a range of 2.86. The Cronbach's alpha for the

MEIM was found to be highly reliable (12 items;  $\alpha = .90$ ). The ethnic identity search subscale consisted of five items ( $\alpha = .72$ ) and the affirmation, belonging, and commitment subscale consisted of seven items ( $\alpha = .92$ ).

**Dependent variable – MCKAS Scale.** The score of multicultural competence on the MCKAS required the calculation of the mean scores following the reverse scoring of ten items (Ponterotto & Potere, 2003). The mean of the MCKAS instrument measuring multicultural competence was 5.722, a moderately high competence rate, with a range of 4.31 (see Table 1). The kurtosis of the MCKAS was leptokurtic, meaning the points on the X-axis were clustered and displayed a higher peak than found within a normal distribution (Field, 2013). The implication of the distribution was also found in the smaller standard deviation value. The Cronbach's alpha for the MCKAS was found to be highly reliable (32 items,  $\alpha = .92$ ). The knowledge subscale consisted of 20 items ( $\alpha = .90$ ) and the awareness subscale consisted of 12 items ( $\alpha = .88$ ).

### **Linear Regression Analyses**

A linear regression was conducted to determine the predictive relationship between race, ethnic identity awareness, and multicultural competence. Regressions find the best-fitting straight line for a specific amount of data (Field, 2013). Regression analyses support the prediction of the meaning of a variable, when provided with the meaning of another variable (Laureate Education, Inc., 2009). Multiple regressions include several independent variables, which might be connected with the dependent variable. The assumption when using a multiple regression analysis includes a linear relationship between the independent variables and dependent variable (Field, 2013). An additional assumption involves the absence of

multicollinearity, meaning the independent variables are not independent of each other (Field, 2012). The use of regression analyses also involves the assumptions that the standard mean error of the dependent variable is autonomous from the independent variable, and that errors are normally distributed with a mean of zero.

An enter method was used for the analyses. The first regression tested the relationship between race (IV) and multicultural competence (DV). This regression was not statistically significant,  $F(1, 85) = .002, p = .964, R = .005, \text{Adj. } R^2 = .012$ . Differences in race ( $\beta = -.005, s\eta^2 = .000$ ) may not be associated with responses concerning multicultural competence. Therefore, the null hypotheses for research questions 1 and 3 would be accepted.

The second regression tested the relationship between ethnic identity awareness (IV) and multicultural competence (DV). This regression was statistically significant,  $F(1, 88) = 17.287, p = .000, R = .405, \text{Adj. } R^2 = .155$ . Ethnic identity awareness ( $\beta = .405, s\eta^2 = .164$ ) was a statistically significant predictor. (Table 2) The results indicate that as ethnic identity awareness increases, so does multicultural competence. Therefore, the null hypothesis for research questions 2 and 4 would be rejected and the alternative hypotheses accepted.

Table 2

*The Relationships amongst Race, Ethnic Identity Awareness, and Multicultural Competence*

Variable	<i>B</i>	<i>B</i>	<i>R</i>	<i>p</i>
Racial Classification	0.002	-0.005	0.005	0.964
Ethnic identity Awareness	0.506	0.405	0.405	0.000

*Note.* Dependent variable: Multicultural Competence measured by the MCKAS.

### Summary

Chapter 4 described the data collection process and sample, as explained in Chapter 3 following ethical human research protection and Walden University's IRB procedures. Additionally, this chapter discussed the demographics of the sample and the results, which involved data screening strategies, independent and dependent variables, reliability, and the linear regression analysis used to test the hypotheses. The demographics of the sample reflected the diversity of counselor educators nationwide, which allowed for some generalization of the results to the target sample population. Based on the linear regression, ethnic identity awareness had the only predictive relationship with multicultural competence and race did not have a statistically significant correlation or predictive relationship with multicultural competence. Chapter 5 includes a summary and interpretation of the findings, limitations to this study, and recommendations for further research.

## Chapter 5: Discussion, Conclusions, and Recommendations

### **Introduction**

The publications, views, and the tenets of major counseling bodies describe the importance of multicultural competence (ACA, 2014; CACREP, 2015a, 2015b). While literature focuses on exploring and measuring the multicultural competence of counselors, the implementation of the current study explored this significant concept in the population of counselor educators. The purpose of this study was to examine the relationship amongst race, ethnic identity awareness, and multicultural competence in counselor educators. Chapters 1, 2, and 3 involved a synopsis of the problem, review of the applicable literature, and the proposed research procedures. Chapter 4 included the sampling frame, data analyses, and results of the study. After examining the relationship between the first independent variable, race, and multicultural competence with the linear regression analysis, the null hypotheses were accepted. The analysis of the relationship between the second independent variable, ethnic identity awareness, and multicultural competence with the linear regression resulted in the rejection of the null hypotheses. Further discussed in this chapter are an analysis of the results and limitations of the study. Additionally discussed are implications for social change and recommendations for further research.

### **Interpretation of the Findings**

The researcher explored the relationships amongst race, ethnic identity awareness, and multicultural competence. CRT was utilized to justify the purpose of the study. A principle of CRT included the conceptualization that racism is an institutionalized occurrence influenced by culture (Ladson-Billings, 1998). The use of CRT in research supports advocacy by documenting

the stories of populations affected in various manners by racial and ethnic classifications (Trahan & Lemberger, 2014). According to CRT, all parties participating in systemic organizations can perpetuate racism and racist practices through conventional actions (Closson, 2010). Several authors explained the presence of racial microaggressions, sexual microaggressions, and discrimination in the counseling and counselor education realms (Brooks & Steen, 2010; Cartwright et al., 2009; Henfield et al., 2013; Pittman, 2012). Given the large emphasis on multicultural competence and appreciation for diversity by major counseling bodies, such as the ACA and CACREP, exploring this topic was significant for adding to the literature (ACA, 2014; CACREP, 2015b). Further discussed are the variables in the study along with explanations of the findings.

### **Race and Multicultural Competence**

The material in Chapters 1 and 2 provided information on the influence of race and treatment for counselor educators and counselors. Researchers explained negative effects of prolonged exposure to racial mistreatment of minorities, with literature focusing greatly on implications for clients of color (Ong et al., 2013; Owen et al., 2014). The topic of race in current counselor education literature fluctuated between the specific experiences of Black individuals and general strategies that addressed tolerance in all cultural groups (Behar-Horenstein et al., 2012; Burton & Furr, 2014).

The first research question asked: What is the relationship between counselor educators' multicultural competence as measured by participant scores on the MCKAS, and race? The researcher hypothesized that participant scores on the MCKAS and the racial classification of participants would be related on a statistically significant level. The related third research

question asked: To what degree does the variable of race predict multicultural competence for counselor educators, based on participant scores on the MCKAS? The researcher hypothesized that participants who ascribed to racial minority classifications would attain higher scores on the MCKAS on a statistically significant level. The linear regression analysis in the current study showed no correlation or predictive relationship between the race and multicultural competence of counselor educators. This result confirmed that the analysis did not detect any connection or distinction between the variables; however, these findings showed that not enough evidence existed to confirm or deny the relationship. The inconclusive results might be attributed to the small quantity of participants ( $n = 90$ ). Additionally, the inconclusive results might be due to the larger response rates by self-identified White counselor educators ( $n = 50$ ) compared to the collective response rate of the self-identified minority, multiracial, or other counselor educators ( $n = 37$ ). Perhaps a larger sample or an employed probability sampling strategy that contributed to a larger amount of minority participants might have yielded different results.

The concept of CRT involved recognizing conscious and unconscious biases, attributed to race, that some individuals might experience. The literature described several circumstances of conscious and unconscious racial mistreatment and discrimination heavily influenced by the race of minority students, supervisees, and counselor educators (Brooks & Steen, 2010; Cartwright et al., 2009; Henfield et al., 2013; Pittman, 2012; Singh & Chun, 2010). Several of these articles neglected to explore the opinions or intentions of the perpetrators, but only described the negative impact on victims. While the results in the current study did not demonstrate a significant relationship between race and multicultural competence in counselor educators, it is important to acknowledge the difficulty in admitting prejudices in a position that strives to

diminish biased behaviors (ACA, 2014; CACREP, 2015a). Crenshaw et al. (1995) characterized the perpetrator perspective in CRT that does not acknowledge the presence of societal disparities that contribute to racial inequalities and differences in opportunities. The results of the current study might provide information that decreases the influence of race in multicultural competence; however, counselor educators and counselors must be cautious of ascribing to the perpetrator perspective when concluding that race might not play a role in the incompetent actions of counselor educators. Understanding the importance of race, ethnic identity awareness, and multicultural competence in the area of counselor education requires the acknowledgement of existing challenges for individuals in the counseling field. Accordingly, under the theoretical framework of CRT, inconclusive results should not be interpreted as an absence of importance, rather an opportunity to further explore and expose the topic to others.

### **Ethnic Identity Awareness and Multicultural Competence**

The information outlined in Chapters 1 and 2 provided evidence of the relationship between ethnic identity awareness and multicultural competence. Previous researchers described a connection between ethnic identity awareness and multicultural competence, with counselors, who possessed a more extensive ethnic understanding of self, demonstrating more cultural competence with clients (Chao, 2013; Chao & Nath, 2011; Johnson & Lambie, 2013). Additionally, Berger et al. (2014) explained that participants with more involvement with racial minority communities reported greater ethnic identity awareness and, therefore, demonstrated higher levels of multicultural competence with clients.

The second research question asked: What is the relationship between counselor educators' multicultural competence, as measured by participant scores on the MCKAS, and



ethnic identity awareness, as measured by participant scores on the MEIM? The researcher hypothesized that participant scores on the MCKAS and participant scores on the MEIM would be related on a statistically significant level. The related fourth research question asked: For counselor educators, to what degree does ethnic identity awareness, as measured by participant scores on the MEIM, predict multicultural competence, as measured by participant scores on the MCKAS? The researcher hypothesized that participants who attained higher scores on the MEIM would attain higher scores on the MCKAS on a statistically significant level. Similar to previous research with counselors, the linear regression analysis in the current study showed a correlation and predictive relationship between ethnic identity awareness and multicultural competence in counselor educators. In the current study, counselor educators who possessed a higher ethnic understanding of self on the MEIM also demonstrated higher levels of multicultural competence on the MCKAS. Based on the current study, as ethnic identity awareness in counselor educators increased, multicultural knowledge and awareness also increased.

CRT challenged race-related archetypes while confronting previous research that reduced the importance of race in marginalized groups (Trahan & Lemberger, 2014). As previously mentioned, the literature described several circumstances of conscious and unconscious racial mistreatment and discrimination heavily influenced by the race of minority students, supervisees, and counselor educators (Brooks & Steen, 2010; Cartwright et al., 2009; Henfield et al., 2013; Pittman, 2012; Singh & Chun, 2010). Many of these articles neglected to explore the opinions or intentions of the perpetrators, but only described the negative impact on victims. Additionally, as the concept of ethnic identity awareness was not explored with counselor educators, researchers also neglected to understand the level of personal cultural comprehension. The results of the

current study supported the tenants of CRT by reinforcing the significance of acknowledging the race and ethnicity of self. As ethnic identity awareness in counselor educators increased, multicultural knowledge and awareness also increased. Under the theoretical framework of CRT, the self-exploration of race, ethnicity, and cultural practices in counselor educators supported the heightened recognition of the salience of culture in others. These results, in concordance with CRT, reinforce the need to better support and acknowledge the cultural aspects of others by first investigating and understanding cultural aspects of self.

### **Limitations of the Study**

Several limitations existed in the research study. The researcher limited the sample population to counselor educators currently employed in CACREP accredited counseling programs. While the title of CACREP accreditation denotes the existence of several program inclusions as outlined in the CACREP standards, the population delimitation might have removed the voice of other counselor educators. Additionally, emailed invitations for participant recruitment relied upon the information provided on the CACREP website and Internet search engines. Unless an individual responded with correct information, a method of validating the contact information or the current role of the listed CACREP liaisons did not exist.

The researcher primarily advertised the study through Internet forums and social media; therefore, participants had to have accounts, memberships, or correct email addresses to view the invitation, which meant that participants had to have access to the Internet. Further, participants who viewed the invitation voluntarily agreed to complete the survey. In effect, the sample is self-selected, which may have also influenced the results. As this study examined topics in which counselor educators employed in CACREP accredited institutions are expected to address in

academic curricula, the impact of the halo effect might have also affected results. The halo effect is a concept that can influence the responses of participants based upon social desirability and social expectations, and therefore influences the responses to survey questions (Schneider et al., 2012).

It is also important to note that the researcher of this study is an African-American woman, school counselor, and a counselor education doctoral student in an online graduate program. This factor granted access to certain groups due to involvement in various organizations and listservs. The email address in which the researcher sent invitations and used to post on the listservs featured a picture that depicted the race, gender, and graduate affiliation of the researcher. The varied perceptions of online universities and program rigor by counselor educators might have affected the inclination to participate in the study (Columbaro & Monaghan, 2009; Haynie, 2014). Other researchers who seek to duplicate the methods of this study might possess a different level of access to the demographic as the primary investigator.

The online survey included a modified version of the MCKAS measure to reflect the population. The researcher changed language such as “counselor” and “client” to “counselor educator,” “student,” and “supervisee.” The interpretation of several prompts might have impelled a different response based on the setting and impacted the results. An example includes the prompt, “I think that my *students or supervisees* should exhibit some degree of psychological mindedness and sophistication” (Ponterotto, 1997, p. 4). In a counseling setting, this expectation can be viewed as multiculturally incompetent with a higher response rating; however, in an academic or professional setting, a higher response rating denotes proper comportment for students and supervisees. Finally, while the G\*Power program sample size was surpassed, the

study included a response rate of approximately 14%, which suggests some restraint in generalizing the results to the total population of counselor educators in CACREP accredited counseling programs. A larger sample size might have contributed to differences in the data or varied results.

### **Recommendations**

Additional research is necessary about the multicultural knowledge, skills, and awareness of counselor educators. Although this study contributed to the research, regarding counselor educators, the profession still requires more information about this topic. The findings from this study stimulate several recommendations for future research. The first recommendation would require a modification of the MCKAS to reflect the interactions of counselor educators, supervisors, students, and supervisees. While the MCKAS provided an analysis of multicultural competence, merely changing the wording to “counselor educator,” “supervisor,” “student,” or “supervisee” might have diminished the meaning of some prompts. An example includes the prompt, “I think that being highly competitive and achievement oriented are traits that all *students or supervisees* should work towards” (Ponterotto, 1997, p. 2). In an academic environment, these traits might be acceptable for a student or supervisee; however, the researcher must code a favorable response as less multiculturally competent.

The second recommendation includes using an instrument that also measures multicultural skills of counselor educators. The MCCs involved three areas of competence, which include knowledge, skills, and awareness (Arredondo et al., 1996). The MCKAS measured the areas of knowledge and awareness (Ponterotto et al., 2002). Previous research indicated harm for students, supervisees, and counselor educators based on the behaviors or

potentially the skills of counselor educators. Perhaps exploring the level of multicultural skill competence in counselor educators can provide additional information about the application of multicultural competence, despite having a high level of knowledge and awareness.

The third recommendation involves exploring the perceptions of counseling students or counselor educators concerning the multiculturally competent knowledge, skills, and behaviors of counselor educators. The role of a counselor educator in an academic setting might require knowledge of multicultural counseling strategies; however, students or colleagues might perceive the behaviors of counselor educators differently than responses provided in a self-report survey. One respondent shared that he or she would not be comfortable sharing the survey with his or her department because the lack of multicultural competence might skew the results. The impact of race might become more salient when exploring the observations of actual students, supervisees, or colleagues.

### **Implications for Social Change**

Although the results of the study did not identify a relationship between race and multicultural competence, the results can provide a greater justification for the inclusion of multicultural information in counseling and counselor education curricula. Currently, the ACA ethical code and CACREP standards require counseling programs to address diversity and culture throughout the educational instruction (ACA, 2014; CACREP, 2015a). The current results of this study demonstrated that all individuals, despite minority status or background, could demonstrate multicultural knowledge and awareness. Race might not be a significant influential factor in multicultural competence for the current study; however, understanding personal ethnic identity can impact the multicultural knowledge and skills of counselor

educators. Each day, hundreds of CACREP accredited and non-CACREP accredited programs educate students of varying races and sexual orientations. Creating programs and classes that assist counselor educators and counselor educators-in-training with exploring and understanding ethnic identity might translate into increased competent practices with students and supervisees.

The connections between ethnic identity awareness and multicultural competence have many implications for counselor educators. The MEIM addresses concepts of ethnic group self-exploration, activities in ethnic organizations, sense of belonging, pride, and participation in ethnic group practices (Phinney, 1992). Requiring counselor educators to explore personal ethnic awareness and memberships might translate into more multiculturally competent interactions with students, supervisees, and other counselor educators. The inclusions of lessons in ethnic identity awareness correspond well with the necessities of counseling education that includes culturally relevant information and instruction by ACA and CACREP (ACA, 2014; CACREP, 2015a). Some recommendations specifically for counselor educators can include:

- A consistent self-evaluation of ethnic identity awareness, belonging, and commitment through professional development opportunities for counselor educators. Department chairs and leaders can implement activities that foster routine exploration of ethnic identity in faculty members, as well.
- An increase in opportunities for counselor educators, students, and supervisees to share and learn information about personal aspects of ethnic and cultural identities. A group approach to sharing and learning about others can help to understand personal ethnicities while also receiving education about the ethnicities of others. Reserving a day for counselor educators, students, or supervisees to bring in music, a special food,

or a specific custom central to a cultural practice can become a method of fostering growth and development.

- The integration of ethnic identity assessments in counseling curricula and coursework for counselors-in-training and counselor educators-in-training to support the growth of multiculturally competent professionals. The roles and responsibilities of counselor educators include educating future counselors, counselor educators, and supervisors who can competently practice with others. Helping students to explore ethnic identities during training can support the ability to address aspects of culture and ethnicity in future clients, students, supervisees, and colleagues.

The findings from this study also provide information that can lead to the implementation of related studies in counselor education. Prior to this study, current literature did not include the examination of ethnic identity awareness in the counselor educator population. Understanding the prevalence of ethnic identity awareness in a quantitative format can stimulate additional quantitative and qualitative research about the experiences of counselor educators. The researcher can also share this information with other individuals in the counseling and counselor education vocations in the form of professional publications and presentations.

### **Conclusion**

This quantitative, criterion-based study explored the variables of race, ethnic identity awareness, and multicultural competence in counselor educators. The integration of CRT as a theoretical framework involved the recognition of unequal practices and experiences, as well as the understanding of hierarchal power structures within the field of counselor education (Hutchens et al., 2013; Ziomek-Daigle & Christensen, 2010). Recognizing the role of power in

which counselor educators hold in the realm of counseling, this study examined the relationships between race, ethnic identity awareness, and multicultural competence.

Chapter 5 concludes the current research study. The results confirmed a relationship between ethnic identity awareness and multicultural competence, in which an increase in ethnic identity awareness contributed to an increase multicultural knowledge and awareness. The results also established the exploration of ethnic identity awareness in a new population of individuals: counselor educators. Recommendations include attending to the language and meaning utilized in survey measures, investigating the multicultural competence in regard to implemented skills of counselor educators, and understanding perceptions of counselor educators from the views of other students, supervisees, and counselor educators.

The literature described the unequal treatment, discrimination, and negative experiences attributed to the race or sexual orientation of counseling students, supervisees, and counselor educators. These problems negatively impacted students, clients, counselor educators, counselors, and supervisees demonstrating that diversity is not being adequately addressed in training or practice. A goal of counselor educators and the counselor education profession should be to promote inclusion, growth, learning, and the production of competent counselors and counselor educators. The lack of a sense of belonging for students or faculty, who do not feel culturally supported due to the actions of incompetent counselor educators, can greatly impact the recruitment and retention of diverse student bodies and faculty members, a significant CACREP requirement (CACREP, 2015a; Pittman, 2012; Singh & Chun, 2010). Conducting research that explores ways to improve education and training for all students, supervisees, and counselor educators can only assist counselor educators in their delivery of more competent



services and practices. The results of this study provide support for intense self-exploration, while also focusing on the content disseminated to others.

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## Appendix A: Online Survey Measure

Are you a counselor educator currently employed in a CACREP-accredited counseling program?  
Yes No

If you answered yes, you meet the requirements to participate in the following study.

Using the following scale, rate the truth of each item as it applies to you.

1	2	3	4	5	6	7
Not at			Somewhat			Totally
All True			True			True

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1. I believe all students/supervisees should maintain direct eye contact during interactions.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

2. I check up on my minority/cultural counselor education and supervision skills by monitoring my functioning – via consultation, supervision, and continuing education.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

3. I am aware some research indicates that minority students/supervisees receive “less preferred” forms of counselor education and supervision treatment than majority students/supervisees.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

4. I think that students/supervisees who do not discuss intimate aspects of their lives are being resistant and defensive.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5. I am aware of certain counselor education and supervision skills, techniques, or approaches that are more likely to transcend culture and be effective with any students/supervisees.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

6. I am familiar with the “culturally deficient” and “culturally deprived” depictions of minority students/supervisees and understand how these labels serve to foster and perpetuate discrimination.

1                    2                    3                    4                    5                    6                    7

---

Using the following scale, rate the truth of each item as it applies to you.

1                    2                    3                    4                    5                    6                    7  
 Not at                    Somewhat                    Totally  
 All True                    True                    True

---

7. I feel all the recent attention directed toward multicultural issues in counselor education and supervision is overdone and not really warranted.

1                    2                    3                    4                    5                    6                    7

8. I am aware of individual differences that exist among members within a particular ethnic group based on values, beliefs, and level of acculturation.

1                    2                    3                    4                    5                    6                    7

9. I am aware some research indicates that minority individuals are more likely to be diagnosed with mental illnesses than are majority individuals.

1                    2                    3                    4                    5                    6                    7

10. I think that students/supervisees should perceive the nuclear family as the ideal social unit.

1                    2                    3                    4                    5                    6                    7

11. I think that being highly competitive and achievement oriented are traits that all students/supervisees should work towards.

1                    2                    3                    4                    5                    6                    7

12. I am aware of the differential interpretations of nonverbal communication (e.g., personal space, eye contact, handshakes) within various racial/ethnic groups.

1                    2                    3                    4                    5                    6                    7

13. I understand the impact and operations of oppression and the racist concepts that have permeated the mental health professions.

1                    2                    3                    4                    5                    6                    7

14. I realize that teacher-student or supervisor-supervisee incongruities in problem conceptualization and educational goals may reduce student/supervisee credibility.

1                    2                    3                    4                    5                    6                    7

---

Using the following scale, rate the truth of each item as it applies to you.

1                    2                    3                    4                    5                    6                    7  
 Not at                    Somewhat                    Totally  
 All True                    True                    True

---

15. I am aware that some racial/ethnic minorities see the profession of counselor education and supervision functioning to maintain and promote the status and power of the White Establishment.

1                    2                    3                    4                    5                    6                    7

16. I am knowledgeable of acculturation models for various ethnic minority groups.

1                    2                    3                    4                    5                    6                    7

17. I have an understanding of the role culture and racism play in the development of identity and worldviews among minority groups.

1                    2                    3                    4                    5                    6                    7

18. I believe that it is important to emphasize objective and rational thinking in minority students/supervisees.

1                    2                    3                    4                    5                    6                    7

19. I am aware of culture-specific, that is culturally indigenous, models of counselor education and supervision for various racial/ethnic groups.

1                    2                    3                    4                    5                    6                    7

20. I believe that my students/supervisees should view a patriarchal structure as the ideal.

1                    2                    3                    4                    5                    6                    7

21. I am aware of both the initial barriers and benefits related to the cross-cultural counselor education and supervision relationship.

1                    2                    3                    4                    5                    6                    7

22. I am comfortable with differences that exist between me and my students/supervisees in terms of race and beliefs.

1                    2                    3                    4                    5                    6                    7

Using the following scale, rate the truth of each item as it applies to you.

1	2	3	4	5	6	7
Not at			Somewhat			Totally
All True			True			True

23. I am aware of institutional barriers which may inhibit minorities from using mental health services.

1                    2                    3                    4                    5                    6                    7

24. I think that my students/supervisees should exhibit some degree of psychological mindedness and sophistication.

1                    2                    3                    4                    5                    6                    7

25. I believe that minority students/supervisees will benefit most from interactions with a majority who endorses White middle-class values and norms.

1                    2                    3                    4                    5                    6                    7



26. I am aware that being born a White person in this society carries with it certain advantages.

1                    2                    3                    4                    5                    6                    7

27. I am aware of the value assumptions inherent in major schools of counseling and understand how these assumptions may conflict with values of culturally diverse students/supervisees.

1                    2                    3                    4                    5                    6                    7

28. I am aware that some minorities see the counseling process as contrary to their own life experiences and inappropriate or insufficient to their needs.

1                    2                    3                    4                    5                    6                    7

29. I am aware that being born a minority in this society brings with it certain challenges that White people do not have to face.

1                    2                    3                    4                    5                    6                    7

30. I believe that all students/supervisees must view themselves as their number one responsibility.

1                    2                    3                    4                    5                    6                    7

-----

Using the following scale, rate the truth of each item as it applies to you.

1	2	3	4	5	6	7
Not at All True			Somewhat True			Totally True

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31. I am sensitive to circumstances (personal biases, language dominance, stage of ethnic identity development) which may dictate referral of the minority student/supervisee to a member of his/her own racial/ethnic group.

1                    2                    3                    4                    5                    6                    7

32. I am aware that some minorities believe counselor educators and supervisors lead minority students into non-academic programs regardless of student potential, preferences, or ambitions.

1                    2                    3                    4                    5                    6                    7

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In this country, people come from many different countries and cultures, and there are many different words to describe the different back grounds or ethnic groups that people come from. Some examples of the names of ethnic groups are Hispanic or Latino, Black or African American, Asian American, Chinese, Filipino, American Indian, Mexican American, Caucasian or White, Italian American, and many others. These questions are about your ethnicity or your ethnic group and how you feel about it or react to it.

Please fill in: In terms of ethnic group, I consider myself to be \_\_\_\_\_

Use the numbers below to indicate how much you agree or disagree with each statement.

**(4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly disagree**

33. I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.

34. I am active in organizations or social groups that include mostly members of my own ethnic group.

35. I have a clear sense of my ethnic background and what it means for me.

36. I think a lot about how my life will be affected by my ethnic group membership.

37. I am happy that I am a member of the group I belong to.

38. I have a strong sense of belonging to my own ethnic group.

39. I understand pretty well what my ethnic group membership means to me.

40. In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.

41. I have a lot of pride in my ethnic group.

42. I participate in cultural practices of my own group, such as special food, music, or customs.

43. I feel a strong attachment towards my own ethnic group.

44. I feel good about my cultural or ethnic background.

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## Demographic Questions

45. I identify my racial classification as:
1. Black or African American
  2. White
  3. Hispanic or Latino
  4. Asian American Indian and Alaska Native
  5. Native Hawaiian and Other Pacific Islander
  6. Multiracial
  7. Other
46. I identify my gender as:
1. Man
  2. Woman
  3. Trans\*
  4. Fill in the Blank \_\_\_\_\_
  5. Prefer not to disclose
47. Do you consider yourself to be:
1. Heterosexual or straight
  2. Gay or lesbian
  3. Bisexual
48. How long have you been employed as a counselor educator?
1. 0–5 years
  2. 6–10 years
  3. 11–15 years
  4. 16–20 years
  5. 21–25 years
  6. 26 years or more
49. Did you obtain your doctoral degree from a CACREP accredited counseling program?
1. Yes
  2. No