MANAGING CONFLICT IN MULTICULTURAL CLASSES: EXAMINING THE RELATIONSHIP BETWEEN SEVERITY OF CONFLICT AND THE USE OF INTERVENTIONS BY UNIVERSITY INSTRUCTORS TO MANAGE AND RESOLVE CONFLICT

by

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ABSTRACT

STEPHEN LEWIS BURTON. Managing conflict in multicultural classes: Examining the relationship between severity of conflict and the use of interventions by university instructors to manage and resolve conflict. (Under the direction of DR. SUSAN FURR)

Multicultural class professors are faced with the often difficult task of helping prepare pre-service counselors to meet the mental healthcare needs of an increasingly diverse and pluralistic society. A major factor that has stood in the way of effective training has been students' resistance to challenging their entrenched patterns of bias and prejudice, which are undermining factors to the process of engendering multicultural awareness, sensitivity, and counseling competency. The purpose of this study was to examine how instructors deal with multicultural classroom conflict in view of the severity of the conflicts they encounter and the techniques and interventions that are used to mediate and resolve conflict arising out of the process of teaching multicultural courses. A total of 122 professors from CACREP affiliated counselor education programs in the U.S. were included in this study with 114 usable sets of participant data. Participants completed a researcher-developed online survey entitled the Multicultural Class Conflict Intervention Survey. A repeated-measures ANOVA and the Friedman Test were conducted to analyze the data. The analysis indicated that the level of challenge experienced by professors in dealing with and resolving multicultural classroom conflict was a statistically significant variable. Limited support was found for the Types of conflict as a predictor of specific patterns of conflict intervention usage when dealing with and resolving multicultural classroom conflict.

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DEDICATION

I would like to dedicate this dissertation to my mother, who has always been a model of knowing the value of hard work and its connection to perseverance as the ingredients of any worthwhile achievement. Thank you for being the one who encouraged me at a young age to go to college and give it a try at a point in my life when I did not believe it was possible. You helped open me to a vast world of knowledge and wonder of new and exciting experiences.

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CHAPTER 1: INTRODUCTION

Within the field of counselor education, there are few endeavors that are more challenging for instructors than the process of helping counseling students develop multicultural sensitivity and awareness (Kiselica, 1999a; Locke & Kiselica, 1999; Sue, Torino, Capodilupo, Rivera, & Lin, 2009; Watt, 2007). This task involves nothing less than instructors helping students to explore in front of one another their biases and cultural values with the intention of explicating the harmful nature of stereotypical views toward the culturally different that stand in the way of counseling competency (Kiselica, 1999a; Sue & Sue, 2008). Adding to the complexity of this task is the intersecting diversity that students bring in terms of their race, ethnicity, gender, socioeconomic status, age, religious and spiritual affiliation, and sexual orientation together with the diversity of identities and experience that instructors themselves bring into the classroom (Choudhuri, 2009). The difficult multicultural course topics along with the often contentious nature of students' engagement with peers and instructors when asked to examine personal biases and prejudices have contributed to an increasing concern that many counselor educators experience toward handling conflicts and disagreements arising out of these classes (Choudhuri, 2009; Sue, Torino, et al., 2009). Currently, there is a paucity of evidenced based research that can be used to inform the profession on methods of dealing with multicultural classroom conflict.

More than one researcher has noted that instructors possessing de-escalation and mediative intervention skills foster learning advantages when teaching diversity awareness classes (Locke & Kiselica, 1999; Ridley & Thompson, 1999; Sue, Rivera, Capodilupo, Lin, & Torino, 2010; Young, 2003). These professors create environments in which students can feel confident in a professor's ability to teach and facilitate change, as well as de-escalate and defuse possible race- or culturally-reactive class situations. When professors use such skills, a secure classroom environment evolves in which students can challenge personal and societal bias; in turn, diversity awareness and understanding increase which then supports positive changes in multicultural perspectives (Reynolds, 2011; Sue, Bingham, Porche-Burke, & Vasquez, 1999; Young, 2003). Clearly, instructors who competently employ mediative conflict management skills allow students to feel safer and more confident knowing their professors are able to help them navigate the difficult waters of diversity related discussions and explorations.

The focus of this study was to identify factors that contribute to instructors' employment of specific interventions and strategies used in dealing with multicultural related disagreement and conflict when it arises in the classroom. An experimental survey research design was utilized using a researcher-developed survey instrument and statistical analysis to assess the conflict management variables indentified in the study. The research was limited to instructors of Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited graduate counseling programs who teach or have taught multicultural classes.

In order to understand the concept of managing multicultural conflict in the context of contemporary counselor education, the following sections will provide insight

into the history and rationale that underpin the current movement toward multicultural competency training as well as an overview of multicultural conflict in counselor education settings. The need for, purpose, and significance of the proposed study are presented in the remaining sections of the chapter along with presentation of the research questions, delimitations, limitations, assumptions, threats to internal and external validity, operational definitions, and a summary.

Overview

The potential for diversity related disagreements, disharmony, and conflict is characteristic of the unfolding 21st Century environment in which the United States faces a changing demographic landscape affecting every aspect of our society. Census bureau data show that the racial and cultural pluralism in the United States continues to increase with ongoing implications for personal, organizational, and systemic structures that underpin our society (Putnam, 2007; Sue & Sue, 2008). The newest U.S. Census Bureau (2010) survey results show the current resident population to be at 308,745,538 people. Of those, approximately 12.6 % are African American, 16.3% Hispanic, .9% American Indian and Alaska Native persons, 4.8% Asian American, .2% Native Hawaiian/Pacific Islander, 2.9% Multiracial, and 63.7% White persons not Hispanic. Census Bureau projections indicate that by the year 2050, for the first time in the history of the U.S., people of color will become the majority representing 53.7% of the population, with Hispanics growing to 31.3% of the total and Whites falling from the current 65% to 46.3% (Ortman & Guarneri, 2009; U.S. Census Bureau, 2008). Inherent in these changing demographics are potential conflicts that arise out of culturally diverse segments of a changing population seeking to formulate and structure a society in which

everyone's needs are equally understood, considered, and met. The magnitude of diversity in our population seeking to satisfy diverse needs can be further understood from a broad multicultural perspective that takes into consideration age, religion, disability, ethnicity and race, social status, sexual orientation, indigenous heritage, national origin, and gender (P. A. Hays, 1996).

Of the population stratifications mentioned above, the largest broad multicultural segment of the current population is made up of the baby boomer generation (76 million), representing over 40% of the adult population in the United States born between 1946 and 1964, and whose members who began reaching the age of 65 in the past year (2011) (Maples & Abney, 2006). The significance of this important demographic shift is apparent in the current challenges and political conflicts that relate to policy makers and programs such as Social Security and Medicare, as well as its effect on families, business, and health care providers (Vincent & Velkoff, 2010). Age-based organizations such as AARP have documented increases in conflicts arising from age discrimination in the workplace as evidenced by age bias complaints filed with the U.S. Equal Opportunity Commission (EEOC) having jumped 41 percent over a three year period beginning in 1999 (Nickelson, 2003).

The counseling profession has endeavored to face the ongoing challenges of demographic changes by transforming itself in ways that meet the mental health needs of an emerging population that looks very different from those initially served by a singular cultural approach to counseling (D'Andrea, Daniels, & Heck, 1991; Pedersen, 1991; Sue, Arredondo, & McDavis, 1992). Historically, the monocultural approach to counseling resulted in client needs being overlooked or unmet (Arredondo et al., 1996; P. A. Hays,

1996; Ponterotto, Casa, Suzuki, & Alexander, 1995; Sue et al., 1982). The profession's evolution toward serving a more inclusive society is evidenced in multiple domains including counselor training, standards and ethics of professional practice, the establishment of multicultural competences, and the development of multiculturally informed advocacy.

Encouragement to prepare pre-service counselors for the increasing diversity and cultural pluralism initially came in the form of informal philosophical, ideological, methodological and empirical insights and recommendations. Foremost among these were recommendations that addressed a need to broaden professional training programs to include multicultural aspects of counseling throughout the training curricula as a necessary component of fundamental change (Copeland, 1982; D'Andrea et al., 1991; Heath, Neimeyer, & Pedersen, 1988; Lewis & Ha Yes, 1991; Pedersen, 1991; Ramsey, 1999; Reynolds, 1995; Ridley, Mendoza, & Kanitz, 1994). Over the last thirty years, comprehensive multicultural counseling training has evolved beyond these initial stages and is now reflected in organizational requirements including the professional and ethical mandates and standards of the American Counseling Association (ACA), American School Counseling Association (ASCA), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the American Psychological Association (APA). Representative of these are documents that include the ACA (2005) *Code of Ethics*, the ASCA (2010) *Ethical Standards for School Counselors*, the ASCA (2008) *School Counselor Competencies*, the CACREP (2009) *2009 Standards*, the APA (2003) *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*, and the APA (2010) *Ethical Principles of Psychologists and*

Code of Conduct. As foreseen by Atkinson (1994), the evolution of these standards and guidelines show that training students for multicultural competence is no longer an option as in earlier approaches to counselor education but rather has become a requirement that underpins counseling and counseling psychology programs today.

Meeting the multicultural competency objectives inherent in the mandates and standards listed above has included the transformation of instructional curriculum to embody aspects of multiculturalism throughout the learning domains of student majors and specializations (Banks, 2004; Vacarr, 2001). Moreover, counselor education programs have infused experiential cultural immersion experiences and aspects of social justice advocacy into teaching pedagogy and clinical internships with the intention of relating awareness of privilege and oppression to Sue, Arredondo, and McDavis' (1992) tripartite model of culturally competent counselors (Arredondo et al., 1996; Boysen, 2010; L. A. Goodman et al., 2004; D. G. Hays, Chang, & Dean, 2004; Holcomb-McCoy & Myers, 1999; Utsey, Ponterotto, & Jerlym, 2008; Vacarr, 2001).

Initial strategies to prepare counselor educators to address multicultural awareness and competency issues in counselor training were directed almost exclusively towards programmatic approaches. These initiatives included (a) hiring faculty of color, (b) encouragement towards development of theory and multicultural pedagogy, (c) faculty enrollment in workshops and seminars on multicultural counseling and development to decrease cultural encapsulation, and (d) consultation with counselors who already possessed multicultural expertise (Heath et al., 1988; Midgette & Meggert, 1991; Sue, 1991). Surprisingly, however, there appears to be no consideration given in the early literature to an awareness or need for preparing counselor educators to effectively deal

with the conflictual and contentious reactions directed towards them and others by students struggling with their resistance to multicultural awareness, sensitivity, and competency training and instruction.

Need for the Study

In support of improving multicultural aspects of counselor education as noted above, existing empirical research has focused mainly on the constructs of the relationship between multicultural counselor competency and privilege and oppression (Constantine, 2002b; Constantine, Juby, & Liang, 2001; D. G. Hays et al., 2004) and significant to this study, the difficult emotions that arise as students are challenged to consider their part in relation to these constructs as a part of dissipating misunderstanding of those who are racially or culturally different (Ancis & Szymanski, 2001; Arminio, 2001; Helms, 1990, 1995; Young, 2003). Various researchers (Choudhuri, 2009; Sue et al., 2010; Sue, Torino, et al., 2009; Vacarr, 2001) have asserted that there is now a gap between the depth of instructors' conceptual understanding of multicultural issues and their skills and abilities in responding to challenging interactions with students involving contentious dialogues that often arise out of the difficult emotions students experience during multicultural courses. Recent qualitative research has been undertaken that explores the types of challenges instructors face when dealing with conflict arising out of teaching multicultural classes (Reynolds, 2011; Sue et al., 2010; Sue, Torino, et al., 2009). However, whereas suggestions can be found in the literature about methods for dealing with conflict during difficult and contentious classroom interactions based on qualitative data and authors' experiences (Choudhuri, 2009; Fier & Ramsey, 2005; Kiselica, 1999a; Richman, 2005; Sue, Torino, et al., 2009), there is currently a paucity of

quantitative research that empirically examines the most prevalent techniques and interventions being used by instructors who actually have to deal with conflict in their multicultural classes (Meyers, Bender, Hill, & Thomas, 2006). Given the amount of qualitative studies that have inquired into instructor reactions to difficult dialogues, it is surprising that evidence-based research has thus far not been undertaken that quantifies those techniques and interventions that are currently employed by instructors in these situations. Furthermore, there is a need to relate this empirical information to the severity of classroom conflicts so that the relationship between these variables might be examined and empirically-based conflict management protocols developed. Whereas the professional literature and some related studies undertaken suggest a relationship between these variables (Accapadi, 2007; Sue, Torino, et al., 2009; Young, 2003), the research is insufficient for generalizing to instructors as a step towards effective and competent use of the various conflict management techniques and interventions when dealing with multicultural classroom conflict.

Purpose of the Study

This study documents multicultural course instructors' reports of their own use of conflict management techniques and interventions in response to difficult and contentious dialogues and conflict that occur in multicultural class settings. The specific purpose of this study was to examine how the severity of multicultural classroom conflict relates to instructors' use of conflict management techniques and interventions. It is hoped that the results of the study will contribute to the body of knowledge necessary for the development of empirically-based conflict management protocols for managing difficult and contentious multicultural classroom dialogue and conflict.

Significance of the Study

By exploring the linkage between the severity of classroom conflict and how it relates to instructors' use of conflict management techniques and interventions, it may be possible to gain a clearer understanding of how counselor educators can become better informed about effective management of difficult multicultural dialogues. This study attempts to build on existing theoretical framework and pedagogy that address multicultural awareness, sensitivity, and competency training by identifying critical elements that the professor brings to the classroom. Counselor training program environments often mirror many of the challenges, dilemmas, and conflicts encountered outside the walls of academic classroom settings. The complexities of these challenges are evidenced in issues students face in navigating cognitive growth (Perry, 1999) together with the interplay of diversity issues counseling students bring to their classes in terms of their race and ethnicity, gender, socioeconomic status, age, religious and spiritual affiliation, disability status, and sexual orientation (Choudhuri, 2009). A large body of research has documented how this interplay of diversity factors may be utilized by instructors to elicit multicultural awareness in service to the development of multicultural competence (Arredondo, 1999; Hill, 2003; Kim & Lyons, 2003; Locke & Kiselica, 1999; Utsey et al., 2008; Wang, 2008; Willow, 2008). There is also a considerable amount of research documenting an increasing concern that educators feel toward their capacity to handle and manage diversity conflicts that may arise from the intersections of some or all of these issues within the classroom setting (Choudhuri, 2009; Dass-Brailsford, 2007; Sue, Torino, et al., 2009). However, there is little in the way of documented research that specifically examines how instructors deal with multicultural

conflict that arises within classes in view of the severity of the conflicts they encounter within these classes. Furthermore, there is a gap in the research that addresses a quantitative examination of the most prevalent techniques and interventions that are used to mediate and resolve conflict that arises during the process of teaching multicultural courses in academic settings.

This research did not attempt to address the methods of facilitating multicultural awareness, knowledge, and skills as there is already a large body of research that is comprehensive and well documented regarding this aspect of the topic (Banks, 2004; Boysen, 2010; Collins & Pieterse, 2007; Helms et al., 2003; Locke & Kiselica, 1999; Ridley et al., 1994; Sue et al., 2010; Utsey et al., 2008). Dealing with multicultural conflict has heretofore been a set of skills that is tacitly learned by instructors as a factor of on-the-job training and a task for which many feel ill-at-ease and unprepared (Sue, Torino, et al., 2009). Although there are many theoretical orientations and established pedagogy to guide the learning of the multicultural educational process, there is currently little quantitative information available to multicultural instructors from which to gauge their methods, skills, and interventions against others in the field when it comes to dealing with conflict that arises out of multicultural issues in the classroom. Therefore, a need exists to quantitatively understand what methods and interventions are being used to better inform and contribute to the efficacy of instructors who must deal with conflictual classroom situations that have the potential to derail their best efforts to move the multicultural imperative forward.

Additionally, the prospect of taking on the role of instructing classes specific to multicultural awareness and competency is a responsibility that is often seen as fraught

with difficulty and potential professional and career liability (Carter, 2003; Helms et al., 2003; Reynolds, 2011; Sue & Constantine, 2007; Watt, 2007; Young, 2003). As new instructors enter the professoriate and take on this role, it is incumbent upon the universities and all schools and departments within these settings to make available such tools and information that will enable these instructors to be effective in this important mandated responsibility (Sanchez-Hucles & Jones, 2005; Sue, Torino, et al., 2009).

Research Questions

For this study, the research questions were:

1. Is there a difference between classroom conflict that is Type I (conflict that is cognitive in nature), Type II (conflict between student and student), and Type III (conflict directed at the instructor) based on perceived level of challenge that instructors feel in dealing with and resolving?
2. Is there a difference among the types of classroom conflicts (i.e., Type I, Type II, Type III) on the conflict management strategies used by professors (i.e., De-escalation only, Supportive Confronting, and Protective Confronting)?

Hypotheses

The study further hypothesized that:

1. There is a difference between the types of classroom conflict (i.e., Type I, Type II, Type III) and Type III will be found most challenging, Type II second most challenging, and Type I the least challenging for instructors to deal with and resolve.
2. There is a difference among the types of classroom conflicts on the conflict management strategies used by professors.

Delimitations

The sample for this proposed study is delimited to current and retired instructors of CACREP programs who teach or have taught multicultural counseling courses.

Limitations

This study has the following limitations that are beyond the control of the researcher:

1. Results of the study may not generalize to instructors of cross-cultural or multicultural courses in domains other than counselor education.
2. Factors related to social desirability may have affected outcome results.
3. Classroom vignette examples that were used in the survey instrument may not accurately represent difficult classroom situations from which to assess instructor conflict management responses.
4. Conflict interventions identified in the study may not be representative of all interventions that are used by professors for dealing with and resolving multicultural classroom conflict.

Assumptions

The following assumptions were made in the implementation of the study:

1. Instructors would be honest in completing surveys.
2. The sample of multicultural course instructors participating in this study was representative of instructors who teach or have taught multicultural courses in CACREP programs.

3. Instructors surveyed had experienced difficult dialogues and conflicts with students in relation to issues of diversity in the context of teaching multicultural courses.

Threats to Validity

Validity is the degree to which a test measures what is intended by its design and whether it is valid for a specific purpose when used as a measurement for a particular group (Gay, Mills, & Airasian, 2009). Threats to internal and external validity are considered for their confounding effect in this study with the intention of reducing or minimizing the amount of threat to the outcome results.

Threats to External Validity

External validity (also called ecological validity) refers to the degree to which results of a research study are generalizable or can be applied to other groups or environments beyond the setting in which the experiment was conducted (Gay et al., 2009). Because of the limited scope of the selection criteria to CACREP-accredited counselor education programs, generalizability of results is limited to multicultural course instructors of CACREP-accredited counselor education programs.

Threats to Internal Validity

Internal validity refers to the degree to which observed differences of between group responses on the dependent variable are attributable only to the experimental manipulation of the independent variable and not as a result of other intervening influences or happenstance (Gay et al., 2009). The researcher attempted to control for the following confounding variables and factors that might otherwise threaten the validity of the study:

1. Because this study is dependent upon the accurate representation of the Types of multicultural conflict through their depiction in scenario prompts, the survey instrument may not have been reliable for measurement of the dependent variable if these representations were not interpreted correctly or uniformly by participants. These interpretations by participants may have been influenced by their experience (or inexperience) in having encountered similar classroom situations depicted in the scenarios.
2. The effect of social desirability due to self-report bias (Dillman, Smyth, & Christian, 2009) may also have affected internal validity as a result of participants' selection of intervention strategies they may have believed "should" be used rather than the interventions they actually use in their own difficult multicultural classroom situations.

Operational Definitions

For the purpose of this study, the following operational definitions were used:

- *Difficult Multicultural Classroom Dialogues*. Defined as "classroom conversations about [diversity issues] that are marked by tension, anxiety, and awkwardness and involve fears of being misunderstood and/or misrepresented" (Sue, Torino, et al., 2009, p. 1092).
- *Racial Microaggressions*. Defined as "brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group" (Sue et al., 2007).

- *Conflict Management*. Refers to instructors' use of techniques and interventions for the purpose of mediating, de-escalating, or resolving difficult multicultural dialogue and disagreements during multicultural classes.
- *Cultural Encapsulation*. Refers to the process of interpreting the world of others from one's own particular and unique life experience (Wren, 1985). The resulting counselor ethnocentric perspective negatively affects the therapeutic process through misinterpretation of client culture of origin and worldview.
- *Cultural Racism*. Refers to "the cumulative effects of a racialized worldview, based on belief in essential racial differences that favor the dominant racial group over others, . . . the effects [of which] are suffused throughout the culture via institutional structures, ideological beliefs, and personal everyday actions of people in the culture . . . [and] are passed on from generation to generation" (Jones, 1997, p. 472).
- *Resistance*. Refers to classroom situations in which students "reject challenges to the status quo, avoid critical self-reflection, refuse to consider alternative perspectives that challenge the dominant ideology, dismiss the idea that systemic inequalities exist [within a culture or society], or avoid examining assumptions [regarding their participation in such unequal systems] (D. Goodman, 2007, p. 19).
- *Social Desirability*. Refers to a pattern of responding that reflects some individuals' need to provide perceived socially acceptable responses to

questions rather than to report their actual feelings or behaviors (Vella-Brodrick & White, 1997).

- *Multicultural Competencies* (referred to in this paper as the *Competencies*). Refers to the Association for Multicultural Counseling and Development (AMCD) Multicultural Competencies as outlined in *Operationalization of the Multicultural Counseling Competencies* (Arredondo et al., 1996) (See Appendix A).
- *Multicultural Competency*. Defined as "the ability to use skills, behaviors, or interventions to respectfully provide services to individuals through the appropriate systems, agencies, and organizations . . . [and having learned] to adapt professional tasks and work styles to the values, expectations, and preferences of specific clients" (Schwarzbaum & Thomas, 2008, pp. 9-10). In terms of the helping professional, Sue and Sue (2008) have further defined the construct of this term as the active, developmental, ongoing, and aspirational process of integrating the three major goals of the tripartite model of cultural competency, which include (a) counselor personal awareness of their own cultural biases and values, (b) counselor knowledge regarding needs of diverse populations, and (c) culturally appropriate counseling skills (Sue et al., 1992; Sue et al., 1982; Sue et al. 1998).
- *Multicultural Counseling.* "The emphasis on 'differentness' [as it relates to mental health counseling] has been variously termed: *cross-cultural counseling, multicultural counseling, and counseling for diversity* (Weinrach & Thomas, 1996, p. 472) For the purposes of this paper, the term

Multicultural Counseling was used throughout and refers to “counseling that involves a mental health practitioner and a client from different ethnic cultural backgrounds” (Atkinson, 2004, p. 21), and is further defined by Sue and Torino (2005) as:

> Both a helping role and a process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, utilizes universal and culture-specific helping strategies and roles [in the healing process], recognizes client identities to include individual, group, and universal dimensions, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of the client and client systems. (p. 6)

- *Type I Conflict*. Defined as classroom situations in which contentious dialogue is of a cognitive nature and involves one or more student(s) advocating for a belief or value of their own, society, or a particular group with which they may be associated or identified; or conversely, one or more student(s) are in strong disagreement with a belief or value of an individual, society, or a particular group with which they may be in conflict.
- *Type II Conflict*. Defined as classroom situations in which contentious and conflictual dialogue is between student and student and directed at each other.
- *Type III Conflict*. Defined as classroom situations in which the focus of contentious and conflictual dialogue is directed at the instructor.

Summary

This chapter presented an overview of the challenges counselor educators who teach multicultural classes face when dealing with diversity related disagreement and conflict when it arises in their classes. Matriculating into counseling programs, students often bring their harmful or stereotypical views toward the culturally different that stand in the way of counseling competency. These views must be skillfully challenged by instructors, often resulting in disagreement and conflict that must then be managed and dealt with effectively. Added to this process is the often overwhelming need for counselor educators to manage the intersecting issues of diversity that students bring into classrooms in terms of their race and ethnicity, gender, socioeconomic status, age, religious and spiritual affiliation, disability status, and sexual orientation. Whereas there are many theoretical orientations and established pedagogy to guide counselor educators in the process of diversity awareness, sensitivity, and competency training, there is currently little empirical research available to multicultural course instructors from which to guide them when it comes to dealing with conflict that arises out of student reactions to issues addressed in their classrooms.

This aim of this study was to quantitatively understand the methods and interventions being used by counselor educators to manage and deal with contentious and conflictual classroom situations that stand in the way of multicultural counseling competency. In summary, this research sought to contribute to the body of knowledge necessary for the development of empirically-based conflict management protocols for the purpose of informing and contributing to the efficacy of instructors who must deal with conflictual diversity related classroom situations.

Organization of the Study

This dissertation is presented in five chapters. This chapter provided an introduction that familiarizes the reader with the research topic of multicultural classroom conflict and the often contentious nature of students' engagement with peers and instructors when asked to examine personal biases and prejudices, and the increasing concern that many counselor educators experience toward handling conflicts and disagreements arising out of teaching multicultural classes. Chapter 1 also provided an overview of the need to quantitatively examine the interventions and techniques currently used by counselor educators in managing and dealing with diversity related conflict. Chapter 2, The Literature Review, examines the theoretical literature related to the topic and variables of the study. Chapter 3, Methodology, addresses the research design of the study, the sample, procedures, the researcher-developed instrument that was utilized, and the data analysis used for the study. Chapter 4 presents the results of the study including participants, data analysis relative to the two research questions, and a summary. Chapter 5 introduces a discussion of the results, contributions and limitations of the study, implications of the findings, recommendations for future research, and concluding remarks.

CHAPTER 2: REVIEW OF THE LITERATURE

The purpose of this study was to examine how severity of conflict affects the use of conflict management interventions and techniques by instructors teaching multicultural counseling courses when difficult and conflictual discourse arises in their classes. This chapter examines the theoretical and empirical literature related to the teaching of multicultural counseling theory, techniques, and awareness with an emphasis on multicultural classroom conflict. A review of the literature is presented in the following sections in order to (a) distill key points of related current and seminal research that will contribute to forming a bridge between what is known about the research topic and what will be added through the results of the study and (b) to introduce the conflict intervention variables of the study.

The chapter begins with a review of the history of multiculturalism in the Counseling profession that provides a basis for understanding the evolution from initial understanding of the need to address multicultural considerations in mental healthcare to current issues that threaten to undermine progress made in the field. Subsequent sections review literature related to the development of pedagogy as well as ethics, practice, and education standards for training multiculturally competent counselors. Finally, a review is conducted of various techniques and interventions for dealing with multicultural classroom conflict that are found in the literature and which are of interest to this study.

History of Multiculturalism in the Counseling Profession

The counseling profession has endeavored to face the ongoing challenges of demographic changes by transforming itself in ways that meet the mental health needs of an emerging population that looks very different from those initially served by a singular cultural approach to counseling (D'Andrea et al., 1991; Pedersen, 1991; Sue et al., 1992). However, Sue et al. (1982) point out that the mental health care profession has not always embraced the importance of a multicultural approach to the mental health needs of individuals, initially believing that early theoretical approaches, strategies, and clinical practices were adequate and appropriate when applied to the contexts of the various minority groups. From the inception of mental healthcare, White Western culture has served as the foundation of early counseling theory, research, and practice (Sue & Sue, 2008). As such, some leaders and researchers in the profession began to believe that multicultural populations could not be served effectively by White practitioners enmeshed in Western cultural values (Katz, 1985; Katz & Ivey, 1977; Ridley et al., 1994). Additionally, early discussion of multicultural initiatives were approached primarily from the demographic perspectives of racial and ethnic considerations without an understanding of the need to include approaches that would address a broad range of differences among people (Allison, Crawford, Echemendia, Robinson, & Knepp, 1994; Schwarzbaum & Thomas, 2008; Sue et al., 1999). Without such inclusiveness (e.g., race, gender, age, sexual orientation, religious or spiritual affiliation, and disability status), cultural conflict arises through miscommunication, inadequate understanding of differences, and from feelings of being excluded from the multicultural debate by those who feel overlooked and not considered (Copeland, 1982; Ramsey, 2000; Sue et al.,

1999; Weinrach & Thomas, 1996). Moreover, Constantine (2002a) argued that failing to recognize a broad range of intersecting cultural variables is incongruent with the practice of effective multicultural counseling. Dissenting from this view, however, Helms (1994) suggested that an all-inclusive conceptualization of multiculturalism that goes beyond race and ethnicity increases the risk of it becoming "useless as a scientific construct" (p. 162) by diluting the issues of race and ethnicity and prematurely shifting attention away from the impact of racial factors on an improved psychotherapy process.

The Advent of Multicultural Counselor Competencies

Central to the current transformation of the mental healthcare profession were the early initiatives undertaken by leaders who sought to create multicultural counselor competencies informed by an understanding of the needs of an increasingly diverse client population (Ponterotto, 1991; Ponterotto & Casas, 1987; Sue et al., 1992; Sue et al., 1998). These initiatives also addressed needed changes in treatment praxis that would underlie effective counseling outcomes for all through the consideration of multicultural aspects of client needs. Historically, an ethnocentric monocultural approach to counseling resulted in client needs being overlooked or unmet (Arredondo et al., 1996; P. A. Hays, 1996; Ponterotto et al., 1995; Sue et al., 1982; Sue et al., 1999). In their seminal work on the development of multicultural competencies, Sue et al. (1998) described ethnocentric monoculturalism as dysfunctional in a pluralistic society and defined the concept as having five primary components that engender a combination of cultural encapsulation (Wren, 1985) and cultural racism (Jones, 1997). Sue et al. (1998) identified the five primary components of ethnocentric monoculturalism as:

1. A strong belief in the superiority of one group's cultural heritage with group norms and values that are seen positively (e.g., more advanced and more civilized). Members of the dominant group have conscious or unconscious feelings of superiority.
2. A belief that all other groups are inferior in their cultural heritage extending to their customs, values, traditions, and language. Out-groups can be perceived as "less developed," "uncivilized," "primitive," or even "pathological."
3. The dominant group possesses the power to impose its standards and beliefs on less powerful groups and in doing so, are able to oppress. It is the ability to exercise this power that defines its unequal status among groups.
4. The society reflects the dominant group values and beliefs in the society's programs, policies, practices, structures, and institutions.
5. Through cultural conditioning, there is an invisible quality to the values and beliefs of the dominant group in that oppression happens outside a conscious level of awareness. People assume the universality of the dominant group's reality and truth and these beliefs are shared by everyone regardless of race, ethnicity, culture, and gender.

Overcoming ethnocentric monoculturalism as described above has not been an easy task within the mental healthcare field (Sue et al., 1998) and initially encompassed a need for the profession to develop competencies that would provide a conceptual framework for promoting multicultural aspects of mental health counselor training and practice (Hill, 2003). As a result, in 1996, the Association for Multicultural Counseling and Development (AMCD) first published its *Operationalization of the Multicultural*

Counseling Competencies (Arredondo et al., 1996). The purpose of this effort was to operationalize the work of mental healthcare practitioners in the area of multicultural counseling through integration of the past 20 years of diversity related research (Sue et al., 1992; Sue et al., 1982) into professional practice standards (Weinrach & Thomas, 2002). However, disagreement and contrasting views emerged about the Competencies as a standard of practice in the counseling field (Arredondo & Toporek, 2004; Coleman, 2004; Patterson, 2004; Vontress & Jackson, 2004; Weinrach & Thomas, 1996, 2002).

Multicultural Competency Disagreements within the Profession

Whereas many in the multicultural counseling community promoted the *Competencies* (Arredondo et al., 1996) "as being indispensable to the training and education of mental healthcare practitioners across a variety of professions" (Thomas & Weinrach, 2004, p. 41), a number of preeminent leaders in the community of multiculturalism dissented from this view and argued that the Competencies were severely flawed and that potentially adverse consequences would result if the profession were to adopt them without further examination and refinement (Patterson, 2004; Vontress & Jackson, 2004; Weinrach & Thomas, 2002, 2004). Central to the debate surrounding the AMCD's efforts to operationalize the Competencies at the time were major areas of disagreement explicated in an article written by Weinrach and Thomas (2002) in which they challenged the profession to debate the merits of the position most had taken in recommending the universal adoption of the Competencies by the major professional organizations. In response to Weinrach and Thomas' challenge, leaders in the multicultural community outlined their positions of support and disagreement regarding the adoption of the competencies in a series of articles that were written and

subsequently published in the 2004 1st issue of the Journal of Mental Health Counseling. These articles of support and disagreement regarding adoption of the Competencies are reviewed below.

Exploring the professional disagreements surrounding the adoption of the Competencies may give insight into how the basis of these disagreements may also contribute to the difficult dialogue that arises in multicultural classes. Through an examination of Weinrach and Thomas' (2002) seven major areas of criticism of the Competencies relative to the scholarly responses they received from the profession, both in support and disagreement, an understanding of the difficulties encountered when teaching multicultural counseling may emerge. The next sections look at each of these areas of debate in which some leaders in the profession argued that adoption of the Competencies would negatively affect various constituencies of the profession "including clients, mental health practitioners, counselor educators, scholars, and researchers" (Weinrach & Thomas, 1996, p. 472).

The Competencies focus on racial differences and tend to ignore the concerns of other diverse types of populations. Central among the disagreements among academics and researchers regarding the adoption of the Competencies (Arredondo et al., 1996) by professional associations were concerns about the degree to which the Competencies would serve as a basis to advocate for a more inclusive and broad range of diverse populations (i.e., racial minorities as well as groups relative to gender, age, sexual orientation, religious or spiritual affiliation, and disability), or conversely, be based on a range of diversity that was narrowly focused on racial considerations. A review of the literature found disagreements regarding the interpretation of the Competencies, which

some argued tended to be “heavily loaded” (Thomas & Weinrach, 2004, p. 42) in the direction of racial differences (i.e., African Americans, Asian Americans, Native Americans, and Latinos). These authors (Weinrach & Thomas, 2002) argued that greater emphasis was needed in addressing the other Dimensions of Personal Identity (DPI), outlined in the Competencies but not focused on, which include gender, age, culture, language, sexual orientation, social class, educational background, income, marital status, religion, citizenship status, geographic location, and historical moments/era in which the client grew up. Furthermore, Weinrach and Thomas noted that designating only a few minority groups in the Competencies was demeaning to minorities not included and denied the realities that other disenfranchised clients experience every day. Patterson (2004) pointed to overlapping factors in cultural groups and argued that they are not pure and discrete. Patterson further argued that the narrow approach in emphasizing the few major ethnic-cultural groups addressed in the Competencies is irrelevant and harmful when counseling a broad range of clients.

Arredondo and Toporek (2004) strongly disagreed with the above statements of exclusivity and noted that references to age, disability, gender, and sexual orientation are mentioned throughout the Competencies and articulated within the Explanatory Statements by way of providing examples and ways to apply the Competencies. Arredondo and Toporek also insisted there is no hierarchy of importance within the Dimensions of Personal Identity (DPI) as asserted by Weinrach and Thomas (2002) and pointed out that the Competencies also recognize multiple identities within and across the DPI construct rather than representing only distinct unidimensional attributes in people

(e.g., a person who is African American, gay, disabled, and grew up in the segregated South during the Civil Rights era).

Weinrach and Thomas (2002) argued that the Competencies' emphasis on Race was an "outmoded notion. . . . [because] race does not provide an adequate explanation of the human condition" (p. 24). Vontress and Jackson (2004) added to this argument by suggesting that counselors need to consider all of the factors that may impact a client's emotional disturbance and that race may, in fact, not be one of them [contrary to the premise of multicultural universality underlying the Competencies]. Vontress and Jackson also posited that race is not the problem in the United States today, but rather the clients' attribution of race as a factor that inhibits their needs being met (i.e., the perception of race as an impediment to achievement in life usually creates "a self-fulfilling prophecy" (p. 76)).

Coleman (2004), sharply disputed the contention that the Competency's emphasis on race is an outmoded notion and argued that "the Competencies are not asking mental health practitioner[s] to disregard the internal factors that lead to emotional disturbance, but rather they suggest that a competent mental health practitioner will understand and respond to the contextual factors that contribute to the expression of emotional disturbance" (p. 60). Coleman also argued that the counseling literature is "replete with examples in which counselors do not address multicultural factors either in their assessment or treatment of clients. . . .[and that] within the mental healthcare profession, there has been traditionally little attention paid to the effect of cultural or contextual factors on the counseling process or mental health professional competence" (p. 57).

The above points of disagreement within the profession regarding the need for a broad versus narrow inclusion of multicultural variables in the Competencies also parallels a basis of dissatisfaction voiced by students following completion of graduate level multicultural classes; as reported by Sue et al. (1998), students typically "complain that the training barely touched on the issues, [and] that much more needs to be done" (p. 121), suggesting that important multicultural groups were left out or not covered sufficiently by instructors.

Attention to racial issues in the Competencies is essentially racist. Weinrach and Thomas (2002) argued that attempts to exclusively invoke race as the only factor affecting emotional disturbances was itself racist and "inadvertently contributes to America's preoccupation with the pigmentation of a person's skin" (p. 24). Vontress and Jackson (2004) posited that the Competencies, as written, were potentially anti-therapeutic as a result of their focus on race and ethnicity instead of the client's presenting problem. Patterson (2004) likewise argued that the Competencies were based on the faulty assumption that client [racial] differences are more important than client similarities.

Dissenting from these views about the racist implications of the Competencies and the need to consider race as an important contextual factor of client treatment, other researchers argued that the Competencies help mental health professionals see a client's racialized experience as an important aspect of the client's presenting issues that need to be understood and considered at the assessment as well as treatment stages in order to be effective with all clients (Arredondo & Toporek, 2004; Coleman, 2004). Coleman (2004) also pointed out that there is nothing in the Competencies to suggest that the racial factors

described as “heavily loaded” should be addressed by mental healthcare professionals to the exclusion of other diversity factors (e.g., class, sexual orientation, or ability) as had been interpreted by Thomas and Weinrach (2004).

Linkages to the disagreements noted above and difficult dialogues and conflicts in multicultural classes can be further seen by examining Patterson’s (2004) argument against the need for separate competencies for treating multicultural clients. In arguing against the Competencies, Patterson (2004) insists that external factors of Race and Culture are irrelevant to the “competent mental health counselor who provides an effective therapeutic relationship” (p. 69). Patterson further argues that “the nature of this [therapeutic] relationship has long been known and is the same regardless of the group to which the client belongs” (p.69). In making this argument, Patterson exemplifies the debate within the profession noted earlier of going beyond ethnocentric White Western Culture-bound theories towards the position of multicultural client variables as critical factors in providing effective mental health services. The disagreements within the profession outlined above regarding the importance of considering client existential factors such as Race and culture within clinical counseling contexts can be seen to parallel similar issues multicultural class instructors face in dealing with students’ resistance toward understanding multicultural variables as critical to the effective integration of basic counseling theory and skills necessary for positive client outcomes. Instructors often encounter students who believe that multicultural awareness, understanding, and skills are less important than intervention skills that can be applied to any client population (Ridley & Thompson, 1999).

The Competencies, as written, impose an inappropriate level of required social action onto mental healthcare practitioners. In debating the Competencies within the profession, academics and researchers were divided on the value of social advocacy on behalf of clients as well as the degree to which practitioners should be held accountable for social action as a part of providing services to multicultural clients. Additionally, some interpreted the Competencies as mandating social advocacy responsibility as a requirement of clinical practice, and as such, were in disagreement with forcing practitioners to do so. Vontress and Jackson (2004) argued that it was not the responsibility of mental health counselors to make society free of racism as a part of their professionally mandated duties and responsibilities [as seemingly implied by the Competencies].

Arredondo and Toporek (2004) countered the above position and emphasized that mental healthcare practitioners are not mandated by the Competencies to act against oppression in society but rather recommend that professionals understand how environmental oppression impinges on professionals as well as the psychological wellbeing of clients. Coleman (2004) also dissented from the view that the Competencies mandated social action and stated that the intention of Competencies as a standard of practice are not based on a requirement that they be "used all the time and every time . . . [but rather when] it is clinically appropriate for [meeting] the needs of the client" (p. 61). Coleman also argued that suggestions presented in the Competencies for extending the range of multicultural competence through social interaction of Whites, who have had the privilege of being able to live in homogeneous environments without regard to the culture of American ethnic minorities, is a reasonable exercise given that ethnic minorities have

always been required to “develop competence in European American culture as the stepping stone to academic and economic success” (p. 61).

The arguments referenced above parallel difficult dialogue that may arise in multicultural classes regarding the degree of focus on social advocacy as a way of engendering student multicultural sensitivity and awareness of client needs, as well as teaching culturally appropriate mental health interventions through practicum and internship. Students often voice disagreement and resistance toward what is felt as unnecessary attention paid to the needs of racial and cultural groups who they may feel are beyond the scope of clients they wish to serve. Students may voice resistance towards instructors who are interpreted as “pushing” a social agenda based on the instructor’s multicultural affiliation such as sexual orientation, race, or gender (Gloria, Rieckmann, & Rush, 2000; Ridley & Thompson, 1999). Students may also resist new multicultural perspectives regarding social advocacy as a result of fear of ostracism and rejection from family members, friends, and peers (Ridley & Thompson, 1999).

Adoption of the Competencies by the mental health professions could create ethical issues regarding the competence to practice with members of specific client populations. The influence of the Competencies on ethical standards and malpractice liability was a stated concern by some researchers and academics in the profession. Some posited that mental health professionals who are assumed to be competent to work with specific client populations because they have attained the Competencies may, in fact, not be, and could be accused of unethically practicing outside their areas of expertise (Thomas & Weinrach, 2004; Weinrach & Thomas, 2002). Arredondo and Toporek (2004) disputed this position and argued that the ACA Code of Ethics already includes

diversity and cultural recognition stipulations in multiple sections of the codes including the preamble. These authors posited that the Competencies reflect ethical preparation as a factor of competent professional practices when they include attention to nondiscrimination and recognition of clients' cultural background as well as interdependent social identities (e.g., ethnicity, gender, and race). In a related argument against the adoption of the Competencies in regard to ethical implications, Patterson (2004) posited that the therapeutic nature of the counselor/client relationship is paramount in working with diverse clients, thus arguing that it is wrong to assume that therapists' knowledge of the culture of a client will lead to appropriate and effective therapy. Moreover, Patterson argued that other components of the Competencies such as [multicultural] practices, skills, and techniques do not constitute the basis of effective counseling or psychotherapy, thus implying that meeting these standards of competence in practice may not result in effective therapeutic outcomes.

This intersection of ethical practice and competency within the profession noted above has recently manifested in the growing number of legal challenges against graduate counselor training programs brought by students (*Keeton v. Anderson-Wiley et al.*, Aug. 20, 2010; *Ward v. Wilbanks et al.*, July 26, 2010). These challenges have been characterized by students who are in overt disagreement with required training and competency standards of graduate programs that follow accreditation and professional multicultural ethics standards and guidelines. These legal proceedings and associated legislative initiatives have sought to challenge specific program training that serves to meet practice standards inherent in State licensing codes and professional mandates that require licensed mental health practitioners provide services to clients regardless of race,

culture, religion, sexual orientation, or other multicultural affiliation factors (Barstow, 2011).

Research basis for Competencies is weak. A relative paucity of empirical evidence supporting the Competencies gave rise to disagreements within the profession as to the effectiveness of the activities recommended in the Competencies intended to enhance multicultural counseling effectiveness. Some researchers and academics argued that activities recommended in the Competencies had never been demonstrated to relate to counseling effectiveness and show little construct relationship to actually working with clients. Weinrach and Thomas (2002) pointed out "the contradictory nature of professional associations that promote scientific methodology (i.e., ACA and APA) adopting or endorsing Competencies prior to providing stronger research base for them" (p. 23); at the time of the debate in 2002, only one study of the Competencies (Holcomb-McCoy, 2000) had been conducted that gave an empirical basis to the competencies though statistical factor analysis.

Arredondo and Toporek (2004) argued that the competencies were not developed in a vacuum and point to substantial empirical research in related domains such as anthropology and history as well as counseling. These authors gave interdisciplinary examples of research suggesting that mental health professionals exhibiting culturally relevant behaviors and demonstrating an interest in the culture of the client have been perceived as more trustworthy, credible, and competent. The authors also disputed a research-focused criticism of the Competencies as inconsistent with the nature of this specific set of guidelines which are analogous to professional ethical statements. Moreover, Coleman (2004) argued that there is a tradition of professional practice

competencies being based on the evolution of current standards for best practices as they relate to experience, and that "rather than being the outcomes of empirical investigation, [the Competencies] are the outcome of theory grounded in practice with multicultural clients. These competencies [in their current form], therefore, can set the stage for empirical investigation into their effectiveness" (p. 63). This argument parallels challenges instructors face in multicultural classes when encountering fear based resistance in students in who deny the validity of class materials and information (Gloria et al., 2000).

The activities recommended to attain the Competencies would do little to enhance learning about other cultural perspectives and so could give professionals a false sense of effectiveness. Some members of the profession point to their concern that the activities suggested in the Competencies for enhancing multicultural competence may, in fact, falsely promote the idea that all people of a particular racial or ethnic group are the same or particularly similar (Thomas & Weinrach, 2004; Weinrach & Thomas, 2002). Vontress and Jackson (2004) argued that "Mental health professionals should guard against generalizing about the group to which clients are presumed to belong. The focus of counseling should always be on clients, not on a group with which they may or may not identify" (p. 78). Vontress and Jackson posited a caveat to their argument suggesting that counselors do need to examine group affiliation to better understand clients' presenting problems at those times when clients invite the mental health practitioner to do so. Vontress and Jackson (2004) argued that counselor training which suggests individuals are templates of any collective group of people is not a defensible position

because a person may emerge from an identifiable community but may have dissimilar perceptions of the reality of that community as well as others.

In regard to the Competencies suggestion that mental healthcare professionals become directly involved in the life and activities of minority communities as a way of enhancing practitioners' multicultural awareness and understanding, Weinrach and Thomas (2002) disputed the premise underlying this suggestion. These authors argued that involvement in minority communities or activities outside of office hours as recommended by the Competencies was not a more effective way to gain minority perspective beyond what was already available through academic or therapeutic domains. Conversely, Vontress and Jackson (2004) supported community contact as a way for counselors to establish pre-rapport with clients who might then feel greater comfort establishing a therapeutic counseling relationship in an office. These authors emphasized that "helpers should not be afraid to walk among those they help" (p. 77).

The argument reviewed above regarding the activities recommended in the Competencies resulting in a false sense of multicultural effectiveness parallels certain disagreements that arise in multicultural classes. Some researchers have noted that the absence of clear, unambiguous learning objectives that can be shown to be directly related to required multicultural training activities is often a source of student frustration that can lead from simple student reactions ranging from bewilderment to overt resistance and classroom conflict (Ridley & Thompson, 1999).

The Competencies are confusing and lack consistent distinction between the terms diversity and multicultural. It is interesting to note that one of the criticisms of the Competencies appeared to be universal in scope such that all parties to the debate seemed

to point to the confusing nature of two of the main terms used throughout the document. Weinrach and Thomas (2002) contend that the Competencies lack clarity in definition and application of the terms *diversity* and *multicultural*:

> As noted . . . the Competencies are inherently contradictory. In one paragraph, clients are classified accordingly to Dimensions A, B, and C. [Dimension A includes: Age, Culture, Ethnicity, Gender, Language, Physical Disability, Race, Sexual Orientation, and Social Class; Dimension B includes: Educational Background, Geographic Location, Income, Marital Status, Religion, Work Experience, Citizenship Status, Military Experience, and Hobbies/Recreational Interests; Dimension C includes: Historical Moments/Eras]. Later in the same introduction, a distinction is made between "multicultural", which is limited to ethnicity, race, and culture and "diversity", which refers to age, gender, sexual orientation, religion, and physical ability or disability. (pp. 25-26)

An interesting finding was that Arredondo and Toporek (2004), two of the original authors of the Competencies, agreed with the criticism of Weinrach and Thomas (2002) that the distinctions between multicultural and diversity as presented in the Competencies did, in fact, seem confusing. Throughout the history of multicultural research and training, terms that describe the construct and conceptual basis of diversity in its relationship to the processes of mental health counseling have not been universally defined and have often been confusing (Weinrach & Thomas, 1996). The literature emphasizes the importance of counselors defining their preferred terminology for representing their ideas so that clients do not misinterpret the misuse of particular terms as evidence of cultural insensitivity or ignorance (Atkinson, 2004). Similarly, the same

confusion over terminology manifested within the competency disagreements of the profession as noted above also shows up in multicultural classrooms and must be clearly addressed to avoid misunderstandings that lead to conflicts. In their qualitative research investigating contributing factors of difficult multicultural classroom dialogues, Sue and Constantine (2007) pointed to the role of culturally insensitive classroom exchanges, or *Microaggressions*, by students as well as faculty as having the power to impair classroom performance and create conflict. These authors emphasized the debilitating nature of Microaggressions when directed at students of color, the occurrence of which "present highly charged racial situations that challenge both teachers and students alike" (p.137). In summary, the research suggests that weight must be given to understanding and clearly defining the meaning of words that are used in multicultural dialogues as a strategy for reducing conflicts that arise in multicultural classes.

This section has sought to explore the intersection of Competency disagreements within the profession and corresponding conflicts and difficult dialogues that arise in multicultural classrooms. The underlying basis of such disagreements helps to clarify issues that must be dealt with in addressing student resistances in multicultural understanding, awareness, and skills training that are inherent in graduate counseling programs. The next section discusses the changes and initiatives that address the foundational importance of training counselors to be multiculturally competent practitioners as a step toward serving a more inclusive multicultural society.

The Ontology of Multiculturally Competent Counselors

Ridley and Thompson (1999) stated that the primary goal of multicultural training "is to assist people in competently and humanistically interacting and working with

people who are different from themselves yet share inherent human similarities" (p. 8). Ridley and Thomson further outlined the goals of multicultural education as:

- Promoting and strengthening the value of cultural diversity,
- Promoting human rights and respect for those who are different from oneself,
- Promoting alternative life choices for people,
- Promoting social justice and equal opportunity for all people, and
- Promoting equity in the distribution of power among groups. (p. 8)

Other researchers and leaders within the domain of counselor education have posited a need for graduate training programs to create the antecedents of cultural understanding that allow students to become competent in their use of counseling skills for meeting the needs of an increasingly culturally diverse society (Christensen, 1989; Dinsmore & England, 1996; Sue et al., 1992). Encouragement to prepare pre-service counselors for the increasing diversity and cultural pluralism initially came in the form of informal philosophical, ideological, methodological and empirical insights and recommendations that addressed a need to broaden professional training programs to include multicultural aspects of counseling throughout the training curricula as a necessary component of fundamental change (Copeland, 1982; D'Andrea et al., 1991; Heath et al., 1988; Lewis & Ha Yes, 1991; Pedersen, 1991; Ramsey, 1999; Ridley et al., 1994). Over the last thirty years, comprehensive multicultural counseling training has evolved beyond these initial stages and is now reflected in organizational requirements including the professional and ethical mandates and standards of the American Counseling Association (ACA), American School Counseling Association (ASCA), the Council for Accreditation of Counseling and Related Educational Programs (CACREP),

and the American Psychological Association (APA). Representative of these are documents that include the ACA (2005) *Code of Ethics,* the ASCA (2010) *Ethical Standards for School Counselors*, the ASCA (2008) *School Counselor Competencies,* the APA (2003) *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*, the APA (2010) *Ethical Principles of Psychologists and Code of Conduct*, and the CACREP (2009) *2009 Standards*.

Emphasis on multicultural education in graduate training programs has become central to the helping professions and is evidenced by accreditation requirements that specifically address social and cultural diversity considerations (Fier & Ramsey, 2005). In order to meet CACREP (2009) accreditation requirements, graduate counseling programs must include studies that create an understanding of social and cultural contexts relative to relationships, issues, and trends in a multicultural society and must be evidenced throughout program curricula. To meet the social and cultural diversity components of an accredited program, CACREP has mandated curriculum be in place that address the following areas:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
c. theories of multicultural counseling, identity development, and social justice;
d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. (pp. 10-11)

In addition to addressing student understanding in the cultural contexts listed above, CACREP 2009 Standards also require that the academic unit of accredited programs make systematic efforts to recruit, employ, and retain a diverse faculty. Furthermore, systematic efforts must be shown to have been made by the program "to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community" (p. 4).

Finally, CACREP accreditation standards follow an *integration model* (Copeland, 1982) of infusing multicultural aspects of counselor training and development throughout the curriculum. As outlined within the CACREP (2009) Standards, specific training related to counseling in a multicultural and pluralistic society must be provided in each of the eight core curricular areas required of all students in the program:

- Professional Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Helping Relationships
- Group Work
- Assessment

- Research and Program Evaluation

As foreseen by Atkinson (1994), the evolution of the professional standards and guidelines mentioned above show that training students for multicultural competence is no longer an option as in earlier approaches to counselor education but rather has become a requirement that underpins counseling and counseling psychology programs today.

Multicultural Instruction and Professorship

The preceding two sections described the history as well as initiatives that have dealt with a growing awareness of the importance of addressing multicultural needs within the mental healthcare professions. Also presented was the development of multicultural related mandates and standards that guide the training and development of mental healthcare professionals and inform their clinical practice. This section will review literature that addresses the history of counselor education as it relates to the development of multiculturally competent instructors, identification of multicultural course instructor characteristics, the changing curriculum and pedagogy of multicultural education, and major approaches for integrating multicultural content into coursework. Finally, a review of the literature is made regarding current and emerging concerns and challenges that professors face as instructors of multicultural courses.

Multicultural Professorship Teaching Initiatives

Initial strategies of the profession for augmenting counselor education programs and preparing counselor educators to address multicultural awareness and competency issues specific to counselor training were directed almost exclusively towards programmatic approaches. These initiatives included (a) hiring faculty of color, (b) encouragement towards development of theory and multicultural pedagogy, (c) faculty

enrollment in workshops and seminars on multicultural counseling and development to decrease cultural encapsulation, and (d) consultation with counselors who already possessed multicultural expertise (Allison et al., 1994; Banks, 1993; Heath et al., 1988; Midgette & Meggert, 1991; Ridley et al., 1994; Sue, 1991). More recently, emphasis has been placed on addressing a need to identify and understand instructor personal and professional characteristics that contribute to competent multicultural counselor training (Abrams & Gibson, 2007; Gloria et al., 2000; Young, 2003). Surprisingly, however, there appears to be no consideration given in the early literature to an awareness or need for preparing counselor educators to effectively deal with the conflictual and contentious reactions directed towards them and others by students struggling with their resistance to multicultural awareness, sensitivity, and competency training and instruction. Furthermore, as noted above, CACREP (2009) Standards require in Section II—Professional Identity, that accredited counseling programs teach students methods of conflict resolution in regard to dealing with issues of social and cultural diversity; however, similar mandates are absent from the CACREP Standards requiring training for instructors who must skillfully use these same conflict resolution techniques and methods when encountering contentious and difficult conflicts that arise in multicultural classes. Young (2003) pointed to reasons for the absence of instructor preparation for dealing with classroom conflict in relation to the Western academic tradition of viewing emotions to be irrational and inappropriate to the intellectual pursuits of academia; and thus, the inextricable emotional dimension of difficult racial dialogues in multicultural classes violate academic protocol. "Faculty are trained to emphasize cognitive processes in the classroom and to treat emotions as private and personal" (Young, 2003, p. 350). Sue and

Constantine (2007) asserted that the detached, objective, and unemotional manner inherent in academic protocol "serve[s] to discourage honest dialogues on race" (p. 140).

Identification of Important Multicultural Course Instructor Characteristics

Identifying and understanding important instructor characteristics as a basis of competent multicultural training has been a central consideration of the profession. The literature is replete with descriptions of qualities that academics, researchers, and accreditation bodies consider important personal and professional characteristics of instructors when considering factors related to teaching multicultural courses. As mentioned above, the CACREP (2009) Standards stress the foundational importance of graduate counseling programs creating and supporting an inclusive multicultural learning environment. Furthermore, the Standards stipulate that accredited programs have in place programs that "reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society" (p. 9) as well as making "systematic efforts to recruit, employ, and retain a diverse faculty" (p. 6) as a part of carrying out these objectives.

Gloria et al. (2000) emphasized the importance of multicultural course instructors having acquired previous teaching experience (e.g., co-teacher or teaching assistant) in diversity related courses as a way of gaining the needed insight about class and individual dynamics specific to multicultural classes. These authors also gave weight to "referential and expert power" (p. 106) as a personal characteristic needed to maintain class structure and order and which they claim is established more easily by a faculty member rather than an advanced level graduate student. Also mentioned by these authors is the professional characteristic of fluency in foundational individual and group processing

skills necessary to engage students in course content and effectively facilitate the emotionally laden as well as personal experiences that arise in multicultural classrooms.

Similar to the discomfort students feel in multicultural classes, Abrams and Gibson (2007) asserted that multicultural course instructors must be prepared to feel discomfort as it arises while teaching and raising issues related to difficult multicultural topics. Furthermore, these authors stressed the importance of an essential instructor characteristic of willingness to accept support from colleagues and administration as a way of coping with student resistance and possible complaints about course material. Abrams and Gibson also asserted that acceptance of peer and institutional support is critically important when dealing with the "very strong and especially hostile [majority reactions] toward a professor with an ethnic or culturally minority background" (p. 157) when teaching about the emotionally laden topic of White privilege and its relationship to racial oppression. Likewise, Young (2003) asserted that instructors must be willing to befriend their own "prejudice, ignorance, and emotional tides . . . [in order to be] more honest and compassionate with [their] students and colleagues, no matter what their attitude or message" (p. 359). Absent a willingness to process personal issues as intimated by Young above, Ridley and Thompson (1999) emphasized that:

> Instructors who harbor unresolved anger toward racist and prejudicial acts may be prone to designing learning exercises that leave open rather than help work through the potential wounds of racial self-reflection. Students who experience feelings of rage or guilt about course materials may also be likely to direct hostility toward their instructors. (p. 5)

In explicating important characteristics of multicultural instructors from her own instructor experiences and perspective, Young (2003) suggested that it is acceptable for instructors to have feelings of being scared in class, but they must not be "'scared off' [from addressing difficult multicultural issues and dialogues]" (p. 360). Similarly, Sue and Constantine (2007) argued that "Being a culturally competent educator *requires* [emphasis added by authors] the ability to facilitate dialogues among diverse groups" and posited that "the importance of recognizing and facilitating difficult dialogues in classroom settings may allow [educators who teach multicultural topics] to avoid disastrous consequences (e.g., anger, hostility, silence, complaints, etc.) and improve inter-group relations" (p. 142). In addition, these authors emphasized that multicultural competent educators must be willing to:

- understand themselves as racial-cultural beings,
- understand the worldviews of other racial groups, and
- develop the expertise needed to facilitate difficult dialogues on race as they arise in classroom settings. (p. 142)

Changing Curriculum and Pedagogy

Beyond initial strategies to prepare multiculturally competent counselor educators and awareness of important personal and professional instructor characteristics as noted above, the actual work of addressing multicultural issues in most professional training programs on college campuses has focused mainly on the transformation of curriculum to embody aspects of multiculturalism throughout the learning domains of student majors and specializations (Banks, 2004; Copeland, 1982; Madden & Hyde, 1998; Sue et al., 1999). Counselor education training programs, however, have sought to go beyond a

cognitive understanding of diversity issues. By infusing experiential cultural immersion assignments and aspects of social justice advocacy into teaching pedagogy and clinical internships, professors have sought to operationalize multicultural learning objectives (L. A. Goodman et al., 2004; Ridley et al., 1994; Winterowd, Adams, Miville, & Mintz, 2009). Meeting these objectives has consisted mainly of the development of curriculum that attempts to relate awareness of privilege and oppression to Sue, Arredondo, and McDavis' (1992) *tripartite model* of culturally competent counselors' (a) personal awareness of biases, (b) knowledge regarding needs of diverse populations, and (c) multicultural counseling skills (Arredondo et al., 1996; Boysen, 2010; L. A. Goodman et al., 2004; D. G. Hays et al., 2004; Holcomb-McCoy & Myers, 1999; Reynolds, 2011; Utsey et al., 2008; Vacarr, 2001). As applied to clinical practice, Sue and Sue (2008) further conceptualized the tripartite model (Sue et al., 1992; Sue et al., 1982; Sue et al., 1998) of a culturally competent helping professional as:

- One who is actively in the process of becoming aware of his or her own assumptions about human behavior, values, biases, preconceived notions, [and] personal limitations,
- One who actively attempts to understand the worldview of his or her culturally different client. In other words, what are the client's values and assumptions about human behavior, biases, and so on?
- One who is in the process of actively developing and practicing appropriate, relevant, and sensitive intervention strategies and skills in working with his or her culturally different client. (pp. 43-44)

These authors also made note of the nature of cultural competence as something that is "active, developmental . . . and [an] ongoing process . . . that is aspirational rather than achieved" (Sue & Sue, 2008, p. 44).

In support of improving multicultural aspects of counselor education as noted above, existing empirical research has focused mainly on the constructs of the relationship between multicultural counselor competency and privilege and oppression (Constantine, 2002b; Constantine et al., 2001; D. G. Hays et al., 2004). In addition, research that is significant to this study has examined the difficult emotions that arise as students are challenged to consider their part in relation to privilege and oppression as a teaching strategy of dissipating misunderstanding of those who are racially or culturally different (Ancis & Szymanski, 2001; Arminio, 2001; Helms, 1990, 1995; Young, 2003). Various researchers (Choudhuri, 2009; Sue et al., 2010; Sue, Torino, et al., 2009; Vacarr, 2001) have asserted that there is now a gap between instructors' depth of conceptual understanding of multicultural issues and their skills and abilities in responding to challenging interactions with students. These interactions may involve contentious dialogues that arise out of the difficult emotions students experience during multicultural courses.

Approaches for Teaching and Integrating Multicultural Content into Coursework

As noted above, the actual work of addressing multicultural issues in most professional training programs on college campuses has focused mainly on curriculum reform through the transformation of curriculum to embody aspects of multiculturalism throughout the learning domains of student majors and specializations. In addressing the topic of curriculum reform as a component of ensuring multicultural counseling

competency, Madden and Hyde (1998) pointed to the history of multicultural education with a focus on initial periods when adequate and appropriate material with which to teach multicultural courses was not available. These authors addressed the curriculum transformation paradoxically in terms of the current overabundance of multicultural material available to educators that is comprehensive in diversity, research, and cultural experiences to the point of instructors now struggling to adequately cover the range of material available to them. However, Banks (2004) argued that curriculum reform has largely ignored other important dimensions and components of multicultural education that he asserted must be addressed for multicultural education to become more consistent with theory and better understood universally. Banks pointed out five important concepts as missing dimensions and components of multicultural curriculum reform including (a) *content integration* which emphasizes the need for multicultural aspects of subject matter extending to disciplines such as math and science—disciplines in which instructors traditionally have viewed multicultural education as something to which they were exempt from covering, viewing it as a social sciences and language arts endeavor only, (b) *knowledge construction* which considers the implicit cultural assumptions, frames of reference, perspectives, and biases in knowledge creation and posits the importance of helping students to understand the contributing factors of race, ethnicity, and the social-class positions of individuals and groups, (c) *prejudice reduction* conceptualized as interventions that help students develop positive multicultural attitudes and values, (d) *equity pedagogy* defined as those educational techniques and methods that facilitate the academic success of students from marginalized groups; and (e) an *empowering school culture* conceptualized as a restructuring of the culture and organization of the school to

promote educational equality and cultural empowerment through means such as grouping practices, labeling practices, and changing the social climate and staff expectations for student achievement.

Sue et al. (1999) pointed to the importance of four major approaches presented in Copeland's (1982) seminal work regarding different methods of integrating multicultural content into course work. These authors emphasized the operationalizing of these approaches as forming the basis of efforts to remediate the ethnocentric bias against multicultural groups that has been endemic to graduate training programs. Copeland's (1982) work advocated four major approaches to integrating multicultural contents into counselor education program coursework through use of the following models:

- *separate course model* defined as adding a single multicultural course to the curriculum of an existing counselor education program. The structure of the course may vary by course content, design, goals, and objectives, as well as comprehensiveness of approach. This design is the most adaptable and easiest to implement into an existing program.
- *area of concentration model* defined as implementation of a core of courses related to specific multicultural topics or specialization as well as the inclusion of skill-building activities, practicum, and internship in an appropriate setting related to the area of specialization.
- *interdisciplinary model* defined as a curriculum based on multiculturally focused courses taken outside of the counseling discipline (e.g., psychology, anthropology, sociology, gerontology) in order to engender a broadened theoretical multicultural base of understanding.

- *integration model* defined as the infusion of multicultural content and issues into all program courses and training experiences. This model is the most difficult to implement but also thought to be the most desirable because all students in a program benefit from multicultural aspects of counseling competency training and instruction.

Survey research utilizing hierarchical regression modeling by Dickson and Jepsen (2007) using student self-report data sought to determine the relationship between multicultural instructional strategies, multicultural clinical experiences, program learning environment, and resultant multicultural counseling competency student learning outcomes. The study sample of counselor education students (n = 516) represented 152 counselor education programs across all geographic regions of the United States. At least one separate multicultural counseling course was found to be a requirement of 90.5% of the programs represented by the study sample. A major finding of the study was the unique contribution to student's self-reported multicultural competencies when "students perceived that multicultural issues were integrated throughout program curriculum, in supervision, and in . . . recruitment efforts, . . . findings [which] highlight the training benefits of providing a systematic or programmatic approach to multicultural [counselor] training" (p. 90).

Instructor Challenges and Concerns Regarding Teaching Multicultural Classes

This section reviews literature that addresses the challenges and concerns of instructors who teach multicultural graduate courses as well as those teaching similar topics across interdisciplinary domains. It begins with a review of research that looks at issues related to resources for learning that facilitate and deal with difficult multicultural

dialogue in classroom settings. Lastly, a review is made of emerging challenges within the professional environment that may affect professors' abilities to facilitate difficult dialogues in multicultural classes.

The need for multicultural conflict management resources. A persistent theme of challenges and concerns voiced by those who teach courses focusing exclusively on multicultural topics is the dearth of specific information that deals with managing the difficult and contentious dialogues that arise in multicultural instructional settings. This concern was seen in the results of the Boston College First Annual Diversity Challenge: How to Survive Teaching Courses on Race and Culture held October 11-12, 2001, composed of an interdisciplinary roster of over 250 conference attendees coming together one month after the terrorist attacks of September 11 (Helms et al., 2003). Upon completion of each of the different presentation formats, post-presentation surveys were administered in order to gauge the effectiveness of the more than 70 presentations of individual papers, structured discussions, symposia, panels, and workshops on the topic. Using analysis of variance to measure dimensions attendees found to be useful, overall results suggested that presentations focusing on the dimensions of race or culture content as well as strategies for teaching were most useful to conference attendees. However, when assessing the dimension of conflict management, "conference attendees rated the presentations as being less useful recourses for personal coping or surviving or managing conflict in their personal settings" (Helms et al., 2003, p. 8).

The challenge for finding relevant and useful conflict management information parallels other more recent literature as well. In a study utilizing consensual qualitative research, Sue, Torino, et al. (2009) found that lack of education or training was a typical

stated concern identified as problematic by professors participating in the study which examined perceptions and reactions of White faculty to difficult classroom dialogues on race. "[Participants] spoke about lacking skills, strategies, expertise, and competence needed to successfully manage a classroom discussion on race" (p. 1101). A need for instructor training on difficult multicultural classroom dialogue was also evident in the thematic review of three Major Contribution articles undertaken by Sanchez-Hucles and Jones (2005) on the topic of race issues in counselor training, empirical race research, and in diagnosing, understanding and treating racist based trauma. The review of the articles identified convergent needs in several areas including the need for "improving training for faculty, supervisors, and students on how to have meaningful and productive exchanges on difficult topics such as race and ethnicity" (p. 556).

The need for instructor training programs for facilitation of difficult dialogues was also evident in a qualitative study that examined race and racial dialogue from the perspective of perceptions of graduate master's and Ph.D. candidate students in counseling psychology classes (Sue et al., 2010). The focus of this study sought to gain insight into what made dialogues on race in the classroom difficult. Fourteen students met the purposive criteria for selection which included (a) identification as White, (b) had experienced a difficult racial dialogue in the classroom, and (c) was not known previously to the focus group facilitator or observer. In presenting implications for counselor education and training, the authors stated:

> In this study, participants felt that their professors struggled during classroom conversations about race, thus potentially reflecting a lack of training, understanding, or skills in facilitating [difficult] dialogues . . . Many participants

> in this study spoke about how their White professors seemed "clueless" to facilitate these dialogues; often prematurely ending the conversation or discouraging emotional exploration. (pp. 211-212)

As emphasized by Sue et al. (2010), "Acquiring the awareness, knowledge, and skills to facilitate difficult dialogues on race should be a top priority in the training of educators, helping professionals, supervisors, and trainers" (p. 212). The APA has supported the position of the need for training to facilitate difficult dialogues on race in its *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change* (American Psychological Association, 2003), suggesting that "psychologists as educators . . .be prepared to understand and facilitate respectful discussion and disagreement" (p. 387). However, as noted in research mentioned above and extant literature on the topic of multicultural education, finding useful resources in the use of facilitative skills for approaching difficult multicultural dialogues has not been an easy task for educators in the mental healthcare educational professions.

Emerging multicultural issues that challenge counselor training and development. New and emerging issues have recently appeared that have begun to challenge the standards that have underpinned the multicultural training and development of pre-service counselors as well as the professional codes of ethics that have heretofore guided the professional practice of mental healthcare professionals. As noted earlier, issues related to the intersection of ethical practice and competency within the profession have recently manifested in the growing number of legal challenges against graduate counselor training programs brought by students (*Keeton v. Anderson-Wiley et al.*, Aug. 20, 2010; *Ward v. Wilbanks et al.*, July 26, 2010). These challenges have been characterized by

students who are in overt disagreement with required training and competency standards of graduate programs that follow accreditation and professional multicultural ethics standards and guidelines. In the case of *Ward v. Wilbanks et al.* (July 26, 2010), Julia Ward, a graduate student at Eastern Michigan State University enrolled in the school counseling program, refused to work with a gay client, after which she was dismissed from the program for failure to adhere to the program's mandate of adhering to the American Counseling Association Code of Ethics (2005) as it relates to prohibition of imposing personal values that are inconsistent with counseling goals (Section A.4b) and discrimination based on sexual orientation (Section C.5). A similar case was brought by graduate student Jennifer Keeton against faculty of Augusta State University as noted above.

The two legal proceedings noted above have sought to challenge specific program training that serves to meet practice standards inherent in State licensing codes and professional mandates that require licensed mental health practitioners provide services to clients regardless of race, culture, religion, sexual orientation, or other multicultural affiliation factors. In both cases, the District Courts ruled that the schools did not violate the student's first Amendment rights when they insisted on curriculum reflecting the ACA ethics code concerning non-discrimination in serving clients and required students to fulfill the curricular requirements (Leonard, 2011). A recent ruling by the 11th U.S. Circuit Court of Appeals (*Keeton v. Anderson-Wiley et al.*, 2011) upheld the Southern District Court of Georgia's decision to deny a preliminary injunction brought against Augusta State University for expelling Jennifer Keeton for refusing to meet curriculum requirements. However, the 6th U.S. Circuit Court of Appeals has recently remanded the

Eastern Michigan University case (*Ward v. Wilbanks et al.*, 2012) back to district court for further proceedings. The Circuit Court indicated that whereas its ruling does not imply that Ward should win the case as a matter of law with respect to her free-speech and free-exercise claims, neither does Eastern Michigan University deserve to win as a matter of law at the current stage. Rather, the court ruled that the case merits a jury trial at the district court level and not a summary judgment by the Circuit Court of Appeals. Notwithstanding the recent U.S. District and Appellate court decision affirming the right of Augusta State University's counseling program to require students adhere to nondiscriminatory based curriculum, legal counsel for Eastern Michigan University has stated recently that university counseling programs should expect that challenges to the requirement that counselor education students adhere to the ACA ethics code embodied in course curriculum will continue to be a part of the legal landscape these programs will face in the future (Ametrano, Choudhuri, Dugger, Francis, & Greden, 2011, December).

In addition to the legal challenges that counselor education programs are encountering in the courts by students in disagreement with nondiscriminatory aspects of course curriculum, recent initiatives by State legislative bodies have presented counseling programs with possibly even greater challenges to their mandate to adhere to ACA Code of Ethics requirements when designing course curriculum. Recent student rights legislation signed into law by the Governor of Arizona (House Bill 2565, 2011) will allow students of that state's counseling graduate programs "to refuse to counsel clients whose goals 'conflict with the student's sincerely held religious belief' as long as the student consults with the supervising instructor on how to avoid harming the client while doing so" (Barstow, 2011, p. 10). In response to this legislation, the ACA made public a

letter from the association to the Arizona Governor in April 2011 stating that "[HB 2565 Section 15-1862(e)] would place licensed counselors from Arizona counseling graduate programs at public universities at a serious disadvantage in gaining and maintaining full professional licensure in Arizona and in all other states, and would jeopardize the accreditation status of Arizona counseling graduate programs [as a result of non-compliance with Section C.5 of the ACA Code of Ethics regarding nondiscrimination, and Section A.4b prohibition against imposing personal values that are inconsistent with counseling goals]" (Evans, 2011, p. 3). Clearly, the challenges noted above present multicultural course instructors with the possibility that even higher levels of conflict facilitation skills will be necessary should students base their resistance to multicultural awareness training on the basis of personal beliefs together with the threat of court action as well as legislative initiatives from which to justify biased and prejudiced views toward clients.

Managing Conflict in Multicultural Counselor Education Training

The preceding section provided a review of literature that defined and illuminated factors that contribute to the development of multicultural competent professors, multicultural pedagogy and approaches for integrating multicultural curriculum, and current and emerging concerns and challenges facing instructors who teach multicultural courses. This section will look explicitly at current research that addresses multicultural conflict in the classroom and how instructors deal with it. It begins with a review of literature on multicultural classroom conflict from the perspective of different theorists as well as contemporary researchers of the topic.

The Etiology of Multicultural Conflict

Students in multicultural classrooms are confronted with the task of challenging their preferred cultural patterns. The stress from such encounters often results in contentious and conflictual dialogues that happen at some point in most courses between student and student or between student and instructor. These dialogues can manifest in different forms and intensities. Normal classroom conversation about multicultural issues can "explode into an intense exchange, characterized by friendly intellectual debate, or it can veer toward strongly worded disagreement, angry confrontation, or personal attack" (Young, 2003, p. 348). Utilizing qualitative research methods, the outcomes of some studies suggested that many of the emotional dialogues on race are triggered by well-intentioned Whites (students and professors) who unknowingly engage in racial micro-aggressions, an active form of aversive racism (Sue et al., 2010; Sue, Torino, et al., 2009).

In explicating less obvious aspects of conflict within multicultural classrooms, Young (2003) posited that dialogues about race, class, gender, and sexual identity are often avoided, made light of, or even ignored between diverse members of groups because people are afraid of creating discomfort, embarrassment, or hostility. This avoidance, in the "guise of politeness" and "a code of silence" (p. 349), was hypothesized by Young as the reflection of societal denial of the importance of cultural factors in our dealings with others and the difficulty of becoming aware and admitting to the existence of such things as sexism, racism, and White privilege. Young further emphasized that faculty often perpetuate the code of silence in their classes to avoid feeling awkward or to protect others from feeling awkward or uncomfortable.

Interpretation of inclusiveness within an environment can affect the level of resistance or acceptance of multicultural instruction efforts. Whereas multiple studies have been undertaken that substantiate the importance of minorities' perceptions of inclusion in effecting positive diversity training outcomes (Ely & Thomas, 2001; Purdie-Vaughns, Steele, Davies, Ditlmann, & Crosby, 2008), recent efforts were reviewed that attempted to understand the role of inclusion-related processes in shaping White student reactions to multicultural instruction as well. Current research by Plaut, Garnett, Buffardi, and Sanchez-Burks (2011) included four studies (n = 158) of university students and one survey data study of a large corporation (n = 4915) in which the researchers examined how diversity-inclusive reactions of dominate group members to cultural ideologies of multiculturalism shape certain aspects of intergroup relations. One outcome of the research indicated that majority group members (i.e., White Americans) show resistance to diversity instruction efforts to the degree that they interpret *multiculturalism* as excluding Whites. Implications of this study in terms of practical applications suggest that diversity resistance stems, in part, from perceived cues about the level of inclusion within social contexts rather than individual characteristics regarding tendencies toward racism and prejudice alone. Thus, techniques and processes that foster feelings for Whites as an included identity within multicultural learning environments may need to be used.

Although it can be assumed that all students aspire to a high level of competency and proficiency in their field, recent qualitative research suggests there are many factors that impede pre-service counseling professionals in their need to gain the cultural understanding necessary to attend to the problems, concerns, and psychological

disturbances of clients culturally different from themselves (Sue, Lin, Torino, Capodilupo, & Rivera, 2009; Sue, Torino, et al., 2009). These researchers suggested that a major impediment for students in gaining cultural understanding is their familiar beliefs about socially constructed roles based on cultural factors. Similarly, other researchers have noted the inherent difficulty of asking students to critically examine their conformity to the unequal and unfair systems of social stratifications (Ridley & Thompson, 1999). A number of researchers and academics (D. Goodman, 2001, 2007; Sue et al., 1998; van Soest, 1996) have posited that the societal and cultural values of the dominant group (e.g., competitive individualism, hierarchical social structures, and belief in meritocracy) leads to the unconscious view of these values as normal and superior along with inherent unearned material benefits and privileges awarded to members. Furthermore, these benefits and privileges are found to accrue mainly to dominant group members (McIntosh, 1990) with victims outside the system blamed for their misfortune of not having been awarded the same (D. Goodman, 2007; van Soest, 1996). The privileges of the dominant group noted above are generally not recognized as such by students who have not yet developed an awareness and sensitivity towards the culturally different (D'Andrea & Daniels, 1999). Thus, these authors believe that the difficult and contentious resistance from counseling students when they are being challenged to examine established beliefs and biases often stems from an unwillingness to change the internalized cultural values as well as institutional and societal structures from which they benefit. The literature also notes that open inquiry and debate by students who are genuinely grappling with their relationship to multicultural issues is not considered to be "resistance" (D. Goodman, 2001).

Young (2003) has asserted that difficult classroom dialogues can occur as a result of differences in students' multicultural perspectives being challenged by other students or instructors or when those perspectives are judged to be offensive. Ramsey (1996) suggested that instructional challenges arise out of variations in individual identity development in students because of differences in initial awareness, depth of understanding, progression pace through stages of identity development, and degree of engagement and receptivity toward the multicultural training process.

Students have also been found to resist multicultural training because of negative perceptions about the instructor's authority or expertise on the basis of the instructor's "race, nationality, gender, and/or ability" (Ridley & Thompson, 1999, p. 5). Pederson (1991) posited that our socially constructed cultural patterns of thought and action are inherited though the teachings of parents and teachers—patterns which we eventually come to believe are the best of all possibilities for guiding our ideas and influencing our decisions in life. Furthermore, when these preferred cultural patterns are challenged, the stress of radical social changes often hinders the possibility of replacement with new alternatives, even when those traditional values are found to be false or inadequate (Pedersen, 1991; Richman, 2005). Young (2003) extended this viewpoint by juxtaposing the false premise that knowledge will automatically translate in appropriate attitudes and behavior with the reality that "racist and culturally based prejudices—which are, essentially, emotional reactions—can exist along with substantive knowledge to the contrary" (p. 354). Perry's (1970, 1981) research examining cognitive changes in students spoke to the difficulties of challenging students' long held beliefs in terms of their progression through sequential interpretations of meaning reflected in stages of

cognitive and ethical growth. Perry (1981) asserted that students who initially hold on to the certainty of beliefs given to them by authorities such as parents and others are exhibiting dualistic right/wrong thinking which then must be challenged through professors' creation of learning environments in which students can "discard obedience [to authority] in favor of [their] own agency as a marker of meaning" (p. 103). Clearly, as the literature suggests, students' resistance to challenging entrenched patterns of bias can be undermining factors to the process engendering multicultural awareness, sensitivity, and competency.

Interventions and Techniques of Multicultural Conflict Management

In the previous section, a review was made of literature that addresses personal and societal theory and research as well as contexts and assumptions that contribute to the often difficult classroom conflict and contentious dialogue encountered by professors teaching multicultural courses. This section will examine the interventions and techniques found in the literature recommended for use by instructors in dealing with multicultural classroom conflict. A review is also made of literature addressing the levels of severity of multicultural classroom conflict in order to introduce this construct as a variable that will be used in the study.

For students seeking to enter the counseling profession, instructors' skillful use of deescalating and mediative strategies and interventions at times when multicultural classroom dialogue devolves into contentious and aggressive resistance is necessary to ensuring positive student outcomes in the critical area of multicultural development. This viewpoint is supported in the opinion and research literature of leading multicultural experts, educators, and researchers (Choudhuri, 2009; Kiselica, 1999a; Sue &

Constantine, 2007; Sue, Torino, et al., 2009; Young, 2003). Ramsey (1996) has pointed out that during those the times when participants of difficult multicultural dialogues are not being heard or understood, active trainer interventions are essential, but often the wrong interventions are employed by instructors. Sue et al. (1998) emphasized that at the conclusion of graduate classes focusing on multiculturalism, students often voice dissatisfaction with professors' ability to address multicultural issues in the classroom and express a "need for the instructors to be more confrontive with participants about their biases and prejudices" (p. 121). Unfortunately, there is a relative paucity of evidenced-based research specific to the strategies and interventions that instructors use to mediate students' aggressive resistance when it arises during multicultural classes.

In an article based on personal experience of dealing with the difficulty of diversity issues in multicultural classrooms, Choudhuri (2009) outlined the importance of multicultural dialogue in the development and training of counselor trainees:

> In the counselor education process, it is vital for students beginning to perceive themselves as the tool of their chosen profession to develop a counseling identity and stance that is flexible and authentic. The being of the counselor then becomes more central to the endeavor than performance as a counselor. To engage in a counseling relationship with others, students must become adept in extending themselves while understanding implicit boundaries, both their own and those of others. An essential component of such understanding is becoming as aware of the failure of good intentions to encompass all differences as it is the success of being able to build a relationship from the starting point of difference rather than commonality. All that happens in counselor education classrooms, conflict and

> harmony, discussion and silence, understanding and disagreement, becomes grist for the mill when related to the point of constantly circling from process to content and connecting it to counseling. (p. 169)

Similar to the benefits of multicultural classroom dialogue noted above, in a qualitative study of student perceptions of difficult dialogues on race, Sue et al. (2010) pointed to findings indicating the multiple opportunities that are presented in graduate education programs for professors and trainees to participate in dialogues on multicultural issues "as a means to increase mutual respect and understanding" (p. 206). Conversely, these authors also pointed out that "the lack of honest and open conversations on race can have devastating consequences in the classroom or supervisory relationship when major misunderstandings or racial offenses lie unspoken or untouched" (p. 207). Furthermore, when difficult conversations on race actually do arise in multicultural classes, Sue, Lin, et al. (2009) suggested that "these interactions have often polarized students and teachers rather than clarified and increased mutual understanding about race and race relations" (p. 184).

In reviewing literature addressing underlying dynamics of unspoken or unaddressed conversations about multicultural issues or topics in classrooms, reasons were often attributed to professors' ambivalence and reluctance in addressing issues of race and racism when these particular topics arise in multicultural classes (Bell, 2003; Choudhuri, 2009; Ramsey, 1996; Sue et al., 2010; Sue, Torino, et al., 2009). Specific factors that inhibit professors' willingness to confront potentially conflictual multicultural issues in classes can be classified from the literature into the following contextual areas:

- Classes in which students are racially or culturally diverse and the instructor feels a lack intercultural competence (Young, 2003)
- Classes in which the instructor's ethnicity, gender, and/or sexual orientation is different from the students (Harlow, 2003; Young, 2003).
- Situations in which instructor fears that racial dialogue in the classroom will create unnecessary antagonisms between students and/or teachers (Sue & Constantine, 2007; Sue et al., 2010).
- Situations in which instructor fears that classroom debates and conflicts may get out of control and they may lose control of the classroom situation (Sue & Constantine, 2007; Sue et al., 2010), or fears that confrontation with students about their ideas or perceptions will eliminate a collaborative approach in the classroom (Fier & Ramsey, 2005).
- Situations in which instructor fears they may become paralyzed and unable to facilitate important dialogues on race (Sue & Constantine, 2007; Sue et al., 2010).

As previously noted in this paper, Sue and Constantine (2007) argued that "being a culturally competent educator *requires* the ability to facilitate dialogues among diverse groups" (p.142). The following subsections will introduce and review conflict management interventions and strategies found in the literature. Interventions and strategies found to have been recommended as the most important and effective methods for use in dealing with conflict specific to teaching multicultural classes were utilized as variables of the study. The interventions and strategies presented below are delineated into three categories of use by instructors for the purpose of data analysis and include (a)

de-escalation only, (b) supportive confronting, and (c) protective confronting. The order in which the reviews are presented is not meant to be a ranking of preference or effectiveness of the interventions and strategies.

De-escalation only. Burgess and Burgess (1997) defined *de-escalation* as the "reduction [of] the intensity of a dispute or conflict that typically occurs either after a rapid intensification of hostilities or after . . . a situation in which neither party can win but [all those involved] are being harmed by the fight" (p. 90). The extant literature suggests nearly universal agreement on the need for instructors to utilize mediating and de-escalating interventions that contribute to establishing and maintaining an atmosphere of emotional safety, trust, and support in the classroom to ensure that constructive conversations and appropriate risk taking by students and teachers can take place around multicultural topics (Kiselica, 1999b; Ramsey, 1999; Sue, Lin, et al., 2009; Young, 2003). The following four interventions found in the literature have been suggested for use in mediating emotionally-laden student reactions and reestablishing emotional balance. Their use may or may not be in combination with other interventions presented in subsequent categories so may not be seen as a factor in explicitly addressing underlying issues related to multicultural course content.

Accurate listening and reflection. This intervention is the most universally recognized technique found in the literature for dealing with multicultural classroom conflict (Choudhuri, 2009; Gloria et al., 2000; Kiselica, 1998, 1999b; Sue et al., 2010; Sue, Torino, et al., 2009; Young, 2003). Its application during difficult dialogue involves an instructor's use of reflection as well as summarization of all perspectives of student[s] involved in a conflict. Dispute mediation organizations predominantly subscribe to a

transformative model of conflict facilitation (Bush & Folger, 2005) which rests on the premise of the need for mutual understanding of positions in order to successfully transform and resolve the disputes of conflicting parties. "Reflection acts as an amplifier of the conversation for each party: it makes what is being said more audible and intelligible to both parties" (Bush & Folger, 2005, p. 145). Empathic understanding in its most effective form involves conflicting parties who "come to understand the power and the depth of their adversaries' motivation, hurts, hopes, and fears" (Rothman, 1992, p. 33). In their empirically based study on the nature and correlates of classroom conflict using a national sample of university faculty (n = 226), Meyers et al. (2006) found that the most effective conflict management techniques were those that address the relationship between faculty and students and involve enhancing working alliances with student through attending to the "emotional bonds that exist in the classroom, promoting a common sense of purpose, and treating students respectfully despite disagreements" (p. 185). The use of open communication to acknowledge and validate each other's position (Deutsch, 2000), noticing and acknowledging feelings (Young, 2003), and understanding the underlying needs and motivations of those in conflict (Rosenberg, 2003) are strategies that have been recommended for fostering respect and understanding among disputing parties.

In their qualitative study to understand the dynamics of difficult dialogues on race through an examination of perceptions, interpretations, and reactions of trainees in counseling psychology graduate classes, Sue et al. (2010) found that:

> Making it safe to talk about race was associated with an instructor who validated feelings, even in the face of disagreements. When trainees felt, heard, and

> respected for their thoughts and opinions, they felt more courageous to explore their own feelings deeply and to interpret their meanings even when they had negative implications for them. . . . In many respects, creating a safe environment for trainees to honestly dialogue on race might be seen as an overarching goal related to validating feelings, facilitating discussion of feelings, and instructor honesty and genuineness. (p. 212)

In addition to the examples noted above, the extant literature overwhelming points to the importance of the strategy of accurate listening and reflection as a critical component of successful facilitation difficult multicultural dialogues.

Acknowledging the difficulty of being in the course. This intervention is recommended as a technique for normalizing the emotional reactions students may experience in confronting certain topics and issues covered in multicultural classes (Sue, Torino, et al., 2009; Tatum, 1992). Its use involves the instructor reiterating to students how multicultural class topics and issues can be emotionally triggering and difficult to confront (E. A. Wierzalis, personal communication, September 26, 2011). Kiselica (1998) emphasized the importance of forewarning students in multicultural classes of the unsettling nature of addressing multicultural issues and topics with the probability that the process holds the potential to create powerful approach-avoidance conflicts. "When these conflicts emerge, they must be treated with sensitivity and empathy. It is imperative that the [instructor] supportively help the trainee to address these conflicts" (Kiselica, 1998, p. 9).

In work that addressed issues and recommendations for teaching ethnic/culture based courses, Gloria et al. (2000) emphasized the importance of acknowledging the

emotional struggles associated with ethnic/cultural identity development including the emotional effects students may experience such as anxiety, fear, guilt, and anger. These authors asserted that:

> Listening to others' feelings helps students appreciate many different experiential perspectives. . . .Discussing uncomfortable feelings helps curb student resistance or fear (e.g., withdrawing from class activities, denying the validity of class materials and information, blaming the instructor for having a political or cultural agenda). (p. 104)

Modeling humility. This intervention involves the use of anecdotal experiences of the professor to model that "it's OK to be wrong." It is based on the premise that instructors' sharing of personal assumptions and biases regarding course materials have the effect of humanizing the classroom and engendering trust (Gloria et al., 2000), validating diversity acceptance (Hill, 2003), and encouraging students to become more involved in the learning process through class participation (Goldstein & Benassi, 1994). Among prominent researchers and academics that focus their efforts on understanding and facilitating multicultural awareness instruction, there is a high level of agreement regarding the importance of modeling appropriate self-disclosure on the part of multicultural instructors (Choudhuri, 2009; Gloria et al., 2000; L. A. Goodman et al., 2004; Kiselica, 1999b, 2004; Ramsey, 2000; Sue et al., 2010; Sue, Torino, et al., 2009). Kiselica (1998) emphasized that during the early stages of multicultural instruction, counseling trainees who err by making ethnocentric remarks or act in ethnocentric ways "need reassurance that making mistakes is part of learning and that moving from

ethnocentrism to multiculturalism is a developmental process that unfolds over time" (p. 9).

Humor. The use of humor is possibly the riskiest of instructor conflict interventions because humor can be seen as light-hearted as well as misinterpreted as personal attack. The literature recommends not using humor until trust and safety has been established in the class. Although laughter is considered a universal vocabulary that is produced and recognized by people across all cultures (Provine, 2000; Provine & Emmorey, 2006), using humor as a conflict mediator is not found very often in literature dealing with resolving multicultural conflict in classrooms. Even when skillfully employed, humor can be an unreliable mediator because people are not uniform in their ability to recognize it for what it is (Dunning, 2005) and as such, will sometimes misinterpret what is being offered in a lighthearted manner as a personal attack on self or others. However, some researchers do support the limited employment of humor when dealing with contentious multicultural discourse if it can be used in a way that does not offend (Richman, 2005).

Choudhuri (2009) recommends the use of humor as a possible intervention when facilitating difficult dialogue and for increasing safety around multicultural conversations, but only after trust and comfort has been established between students and instructor later in the course. Choudhuri further posits that even at those times when missteps with humor are made during a class, public acknowledgment and processing all of the reactions allows students to see humility modeled and leads to an understanding that it's okay to be wrong. Notwithstanding the recommendations found in multicultural training literature as noted above, the overall inconsistency in the opinions of the

usefulness of humor as a conflict mediator necessitates the need of more conclusive findings on the use of this variable as a technique in dealing with conflict in multicultural classrooms.

Supportive confronting. This category of interventions consists of mediative techniques that are thought to have the dual effect of de-escalating difficult classroom dialogue coupled with the prospect of helping counseling students in their development of multicultural personal awareness, knowledge, and skills. Allport (1955) posited that "the goal of psychology is to reduce the discord among our philosophies of man, and to establish a scale of probable truth, so that we may feel increasingly certain that one interpretation is truer than another" (p. 17). By extension, the task of multicultural training involves helping students explore their biases and cultural values with the intention of explicating the harmful nature of stereotypical views toward the culturally different that stand in the way of counseling competency (Kiselica, 1999b; Sue & Sue, 2008). This category of intervention encompasses the need to de-escalate conflictual classroom situations as well as challenge students to construct new responses to long held perceptions that are incongruent with accepting attitudes towards racial or culturally different clients. Rogers (1980) posited congruence as "probably the most important element [of relationships]. . . in the ordinary interactions of life" (p. 160). This theorist and researcher asserted that mental health professionals facilitated a *helping relationship* with clients when they exhibited emotional "congruence or genuineness . . . [which] may involve confrontation and the straightforward expression of personally owned feelings—both negative and positive" (p. 160). Thus, the exploration and challenging of student positions and beliefs that are incongruent with multicultural counseling competency are a

focus of the following four interventions beyond the mediative aspects inherent in their use.

Cognitive challenge. This intervention is also known as *confrontation* and uses the technique of summarizing student perspective(s) of the conflict (Choudhuri, 2009) and then offering alternative perspectives, insights, or client experiences to consider. Ridley and Thomson (1999) emphasized that "confrontation is not aggression. [Rather,] it is an assertive strategy to clarify the contradictions, discrepancies, and inconsistencies inherent in the trainee's resistance" (pp. 19-20). Ramsey (1999) framed the use of this intervention as "caring confrontation" (p. 29) and further defined the technique as "asking students to explore the content of [their] prejudicial views, . . . possible origins [of these views], their impact on others within and beyond the classroom, and what information is available to rebut these prejudicial views" (p. 29). Kislelica (1999b) emphasized that use of this intervention "produces constructive changes in thoughts and behaviors [of students] by creating cognitive dissonance" (p. 146). Egan (2002), whose seminal work in formulating techniques to deal with client inconsistencies in self-perceptions and dysfunctional ways of thinking or acting known as *blind spots*, asserted that "effective helpers are not only understanders (listening, processing, sharing empathic highlights) and clarifiers (probing, summarizing) but also reality testers (challengers)" (p. 176). Carter (2003) emphasized the similarity of students' development of the client helping skills noted above and their own struggle with learning about previously unexamined aspects of themselves. This author asserted the importance of confronting students in this challenge through instructor feedback coupled with emphasizing professional and counseling-skill development. The process of challenge and

confrontation was also described in the literature as requiring a delicate balance of confrontation and support (Kiselica, 2004) without which students may become overwhelmed by their own personal reactions to the point that their ability to learn may be diminished (Reynolds, 2011).

Linking to the broader issues of counseling. The use of this intervention involves processing student interpretations when conflict arises and then deflect or tie the process to the larger issues of multicultural counseling. In practice during difficult multicultural classroom dialogue, the instructor shifts the focus from how an issue has emotionally triggered student or class reactions to how the issue relates to understanding and working with similar or related issues affecting clients. In addressing difficult dialogue and student reactions around multicultural issues and topics, Choudhuri (2009) emphasized the importance of tying the process of mediating multicultural dialogue to course content by "remind[ing] students about the intersections between identity and experience and perception" (p. 168). The author's recommendation noted above exemplifies how conflict within the classroom is mirrored in real life intersections between clients' cultural identity and personal experiences, which are often perceived differently by clients and the counseling professionals with whom they are working (Sue & Sue, 2008).

Similar research was found that addressed the importance of recognizing and pointing out *correspondence error* (Gilbert & Malone, 1995) as a possible factor of cultural conflict at those times when students make attributions of personality-based explanations of disagreement (e.g., accusing someone of being intimidating, argumentative, uncaring). It was found that students often ignore or are unaware of cultural and situational explanations for conflicts including sociocultural, gender, and

racial socialization factors such as the tendency of European American women to perceive arguments as a fight and feel intimidated by a greater degree of passion and force that African Americans males often express during difficult dialogues (Choudhuri, 2009; Kochman, 1981). Thus, these authors stressed the importance of student understanding regarding linkages between classroom conflict and client situations involving similar cultural factors. In work detailing the relationship between multicultural classroom dialogue and social justice issues, Locke and Faubert (1999) posited that an "experience in which anger and fear are felt and analyzed in a supportive classroom can be a tool for developing critical awareness/consciousness as well as helping students become aware of the need for [social justice] action" (p. 54).

Reflective assignments. The following group of three reflective assignment interventions are thought to allow students to voice their opinions and feelings regarding difficult dialogue and issues in the relatively safer contexts of writing as well as in the less intimidating space made up of smaller groups of classmates (Choudhuri, 2009). When a reflective intervention involves student writing, Gloria et al. (2000) pointed to the advantage of being able to address difficult situations involving thoughts and feelings that are unable to be expressed by students in front of peers without having to "single out" students in potentially intimidating or threatening whole class environments.

- *One-minute Journal*. With this intervention, the class is invited to journal for one or two minutes about the conflict or difficult dialogue so that everyone can voice opinions in the relative safety of writing and then share in small groups or with the entire class. This intervention is recommended in the literature as a way "to encourage students to talk

about their concerns, especially those students less likely to speak out in open class discussions" (Locke & Kiselica, 1999, p. 83)

- *Break into smaller groups to discuss*. This intervention involves the instructor assigning the conflictual issue as the topic of small group discussion, and then having them summarize the results in written or oral form to class. Breaking into smaller groups to discuss emotionally laden or triggering class dialogue has been found to be a safer environment than large groups for processing difficult issues (Sue, Torino, et al., 2009).
- *Invite individual research*. This intervention involves inviting student[s] who have been emotionally triggered by an issue or topic to engage in related research and then present to class for further discussion (Choudhuri, 2009). Research by Sue, Torino, et al. (2009) found that "many [multicultural course] professors observed that difficult dialogues rarely resolve in a single session. . . . [and that] an effective strategy was to keep the conversation open and to follow up" (p. 1104).

Gentle reminder of ground rules. This intervention involves laying down ground rules early on in the course (e.g., speak one at a time, own your opinions, focus on the topic and not the person, speak for yourself and not the group) and then gently reminding student[s] when rules are broken or ignored (Choudhuri, 2009). The literature is replete with prominent researchers and academics who stress the importance of creating a safe classroom environment by establishing clear guidelines for dialogue regarding multicultural topics and issues (Kiselica, 1999b; Ramsey, 1999; Reynolds, 2011; Sue, Torino, et al., 2009). In work detailing the sources of student resistance to talking and

learning about racism, Tatum (1992) emphasized that "making the classroom a safe space for discussion is essential for overcoming students' fears about breaking the race taboo and [reducing] anxieties about exposing one's own internalized racism" (p. 18). Walsh (1988) points to the importance of facilitating an atmosphere of safety, trust, and support through a requirement that students respect the confidences that are shared during classroom disclosures as well as respecting the opinions of others with whom they are in disagreement. The literature also details the need for establishing ground rules for allowing others to finish a point or statement before responding, but with the understanding that the degree to which this happens among students can sometimes be influenced by culture (Gilbert & Malone, 1995; Kochman, 1981). Other ground rules found to be recommended include restricting personal criticism and put-downs of peer reactions (Ramsey, 1999; Walsh, 1988), listening carefully to fully understand the position of others and clarifying what is not understood (Johnson, Johnson, & Smith, 1996), and empathizing with the culturally different perspectives of classmates (Kiselica, 1998).

Protective confronting. In work addressing best practices for teaching multicultural courses, Sfeir-Younis (1993) asserted that overt as well as covert forms of conflict should be constructively used to negotiate differences and to enhance multicultural learning. However, the extant literature on this topic overwhelmingly points to the need to protect students and professors from debilitating levels of classroom conflict that have the potential to derail positive student learning outcomes as well as inflict emotional harm and injury on those participating in multicultural activities and instruction (Ramsey, 1999; Young, 2003). The following four interventions focus

primarily on protection of students as well as maintaining the safety of classroom learning environments and take precedence over the instructional imperatives of multicultural competency training.

Shutting down the dialogue. This intervention involves taking whatever steps are necessary for stopping intentionally harmful and discriminatory speech or behavior and letting it be known that it is unacceptable. Choudhuri (2009) emphasized that not all issues that arise during difficult multicultural dialogue need to be processed, especially conversation or behavior that is intentionally hateful or discriminatory. In these cases, this author recommends that the offending speech or behavior "needs to be addressed immediately, and the person responsible informed that it is unacceptable" (p. 168). At the same time, the need for appropriate use of this intervention was evident in qualitative research by Sue et al. (2010), results of which indicated students sometimes felt frustrated at times when "White professors seemed 'clueless' to facilitate these dialogues; often prematurely ending the conversation or discouraging emotional exploration" (p. 211).

Protecting the lone outlier. This intervention comprises whatever steps may be necessary to protect a student, whether attacked or attacker, from being "mobbed" by other students (Choudhuri, 2009). Students may be attacked by classmates for expressing beliefs and positions that support multicultural awareness and acceptance, as well as the expression of overtly or covertly biased and prejudiced views of racial and culturally different individuals and groups. Generally, the literature refers to the use of this intervention by way of protecting students from verbal forms of attack or intimidation (Richman, 2005); however, some authors include ethical, emotional, and physical injury

risks to students and instructors as well when discussing the need for protective interventions related to safety (Kiselica, 1999b; Ramsey, 1999).

Time out. Stopping contentious dialogue, acknowledging the conflict, and stating that it will be revisited later (e.g., at the beginning of the next class, in conjunction with a reflection assignment, after the topic is covered in-depth in a subsequent class session). In utilizing this technique, Chaudhuri (2009) emphasized the importance of inviting the class "to take a break to regain their emotional balance, and the conversation restarted [later] with instructions on how to proceed" (p. 168). In qualitative research examining the perceptions and reactions of professors when dealing with difficult multicultural dialogue, Sue, Torino, et al. (2009) noted the importance of an effective mediative strategy in which instructors "suggest leaving the conversation until the next meeting after everyone (including the instructor) has had time to process the event" (p. 1110).

Ask to meet privately. This intervention makes use of the relationship between student and instructor by asking to meet privately with student[s] one-on-one (possibly with another professor present) to resolve a conflict or issue outside of class (P. Ceballos, personal communication, September 29, 2011). In work that addresses the need to confront students expressing extreme prejudice, Kiselica (1999b) asserted that:

> Some students hold on to their racist beliefs tightly, in spite of the presentation of accurate information about the culturally different, and despite the instructor's attempt to establish a trusting relationship through the practice of sharing his or her multicultural journey, expressing empathy for the student's experience, serving as a coping role model, and mentoring students. Regardless of all these efforts, the blighted thinking of some students does not yield, and they typically

> respond with hostility to the instructor and their fellow students when they are confronted about their beliefs. (p. 147)

In such cases, this author recommended the use of this intervention for any educator facing such a situation by (a) soliciting informal feedback and support from colleagues, (b) scheduling individual, face-to-face meetings with the student to discuss and warn the student about the potential implications of his or her behavior, and (c) to "inform the student that extremely prejudicial attitudes may prevent the trainee from adhering to ethical codes of professional conduct" (p. 148).

Whereas the extant literature supports the use of this intervention as an effective measure for addressing difficult forms of student resistance to multicultural instruction, research by Sue et al. (2010) was found to generally support this viewpoint as well but added certain caveats and cautions for its use by instructors. In qualitative research that addressed student perceptions, interpretations, and reactions to multicultural training, these authors presented results that indicated "participants felt that what was often missing from dialogues on race was the opportunity to process emotional reactions to what was said, either because the professor moved on to something else or indicated that the conversation was not appropriate for the classroom" (p. 211). Other results presented student perceptions indicating that "professors who themselves seemed anxious about race issues, who found dialogues on race confusing, and who seemed paralyzed or avoided dealing with [conflictual] incidents, made the situation immeasurably worse for everyone" (p. 212). In these cases, the authors pointed to inappropriate use of versions of this intervention that effectively cut off classroom dialogue including instructor statements such as "'Let's table the discussion for now,' 'Calm down everyone; let's

respect one another's point of view,' or 'Why don't we talk about this in my office?'" (p. 212). The study further indicated results of students feeling that professors who struggled during classroom conversations about race potentially reflected "a lack of training, understanding, or skills in facilitating such dialogues" (p. 212). Clearly, the literature supports the use of this intervention as a valuable tool for confronting difficult and contentious dialogue and issues related to maintaining an environment that supports multicultural competency training (Gloria et al., 2000; Kiselica, 1999b). However, research also indicates caution that its use not be applied as a tactic or strategy for ignoring, dismissing, or avoiding difficult multicultural issues that arise in the classroom (Sue et al., 2010; Sue, Torino, et al., 2009).

The twelve conflict interventions presented above are those that were found to have been recommended most often in the literature as important and effective methods for use in dealing with conflict and difficult dialogue specific to multicultural instruction and related training. In reviewing the literature, it was found that even when leading authors and experts specified conflict intervention recommendations, the material they presented did not contain research that specifically pointed to the need for individual or conjunctive use of the interventions (i.e., when an intervention should be used individually or in concert with others for maximum effect). Furthermore, recommendations of interventions were only minimally found to be context specific (i.e., de-escalation only, supportive confrontive, protective confrontive). Lastly, there is a paucity of specific research pointing to important intervention utilization factors that include (a) the level of situational challenge felt by instructors during conflictual

encounters with students and (b) the familiarity, fluency, and relative value professors felt in the use of the interventions.

Summary

Chapter two provided a comprehensive review of the literature related to the history of the current multicultural imperative that has defined the need for the counseling profession to transition from a monocultural approach to counseling to one that is more inclusive and representative of the pluralistic society in which we live. A review was made of literature that attempted to show the efforts made by the profession as a whole in support of multicultural competency through the creation and development of multicultural pedagogy, curriculum development, professional competencies, ethical mandates, and accreditation standards for professional counselor training programs. Further inquiry was made into current and future challenges that threaten to derail progress made by the profession in realizing the goals of transforming itself in ways that meet the broad range of needs inclusive of considerations of race, gender, age, sexual orientation, religious or spiritual affiliation, and ableness status.

Intrinsic to this transition has been the inherent conflicts that have arisen out of attempts to preserve interests associated with privileged segments of a society that has largely ignored needs of large portions of its population until recent history. Cultural conflicts in the broader population were shown to be reflected in the multicultural development of the counseling profession, and of interest to this study, were also shown to be manifested in the training of professional counselors. An extensive review of theoretical as well as empirical literature was gathered that addressed reasons that students who matriculate into counseling programs often bring harmful or stereotypical

views toward the culturally different that stand in the way of counseling competency. As clearly illustrated in the literature, these views must be skillfully challenged by instructors, and as such, often result in disagreement and conflict that must then be managed and dealt with effectively in order to realize the imperative of training multiculturally competent counselors.

The examination of the literature supports the need to improve our understanding of the dynamics of difficult multicultural classroom conflict. It is incumbent upon the profession and university programs to support efforts to develop conflict resolution protocols to assist professors in meeting their obligation to effect positive multicultural outcomes despite the difficult conflicts that arise in multicultural courses. The review of the literature is supportive of the need for this research as there is currently a paucity of studies in the counselor education field that have attempted to empirically understand the use of conflict interventions and techniques that support professors in dealing with and resolving conflict in multicultural classes.

This study sought to address a noteworthy gap in the counselor education field to understand what factors contribute to the use of recommended conflict intervention strategies for dealing with conflict that occurs in multicultural classes as well as the most prevalent and preferred interventions used by professors in this regard. As such, this research study adds support to the existing literature that underscores the importance of multiculturally competent professors having the ability to facilitate difficult dialogues among diverse groups of students.

CHAPTER 3: METHODOLOGY

Introduction

The purpose of this survey research study was to examine the relationship between severity of multicultural classroom conflict and the use of conflict management interventions and techniques by instructors teaching multicultural counseling courses when difficult and conflictual discourse arises in their classes. This chapter presents the methodology for the research. The first section describes the research design of the study, the research questions, and the hypotheses. The next section describes the characteristics of the sample population examined in the research. In the third section, procedures are described regarding how the data was collected. The fourth section details the instrumentation and the introduction and operationalization of the Severity of Conflict Construct. The fifth section will describe the type of data analysis used for the study and finally, the chapter concludes with a summary.

Research Design

This exploratory survey research study used quantitative research methods to collect and analyze data from professors of CACREP affiliated counselor education programs who currently teach or have taught multicultural courses in the U.S. Participants were asked to respond to one web-based survey instrument that included a demographic questionnaire. Data from the survey were analyzed using repeated-measures ANOVA and the Friedman Test to explore possible relationships between types

of conflict experienced by professors in multicultural classes and (a) the level of challenge they feel in dealing with and resolving and (b) the conflict management strategies used to deal with the conflicts as they arise.

Research Questions

This study explored the answers to the following questions:

1. Is there a difference between classroom conflict that is Type I (conflict that is cognitive in nature), Type II (conflict between student and student), and Type III (conflict directed at the instructor) based on perceived level of challenge that instructors feel in dealing with and resolving?
2. Is there a difference among the types of classroom conflicts (i.e., Type I, Type II, Type III) on the conflict management strategies used by professors (i.e., De-escalation only, Supportive Confronting, and Protective Confronting)?

Hypotheses

This study sought to find support for the following a priori hypotheses:

1. There is a difference between the types of classroom conflict (i.e., Type I, Type II, Type III) and Type III will be found most challenging, Type II second most challenging, and Type I the least challenging for instructors to deal with and resolve.
2. There is a difference among the types of classroom conflicts on the conflict management strategies used by professors.

Participants

The target population from which the study sample was drawn is made up of graduate-level university instructors who currently teach or have taught multicultural or cross-cultural courses in CACREP accredited counselor education programs in the U.S.

The purpose of this accreditation body is to provide leadership and promote excellence in professional counselor preparation through development of standards and procedures that reflect the mental health needs of a diverse and complex society. Specific reasons that informed the researcher decision of CACREP program affiliation as a requirement of participation in the study included

- the CACREP accreditation processes and criteria that stress the foundational importance of graduate counseling programs creating and supporting an inclusive multicultural learning environment;
- operationalization of the CACREP (2009) Standards that follow an *integration model* (Copeland, 1982) of infusing multicultural aspects of counselor training and development throughout the curriculum; and
- the CACREP processes of ensuring adherence to multicultural aspects of accreditation program requirements, which were thought to provide a uniform basis of multicultural instruction that would underpin measurement of the variables of the study.

The total number of CACREP-accredited programs is distributed across 266 institutions. There are currently 541 CACREP-accredited master's level counselor education programs consisting of degree-specific specializations in the areas of Clinical Mental Health Counseling, School Counseling, Career Counseling, Marriage, Couple and Family Counseling, Student Affairs and College Counseling, and Addiction Counseling. There are approximately 2100 instructors associated with CACREP institutions. Instructors teaching multicultural courses typically teach across degree-specific specialization areas within each institution. It was anticipated that the population of

professors that would meet the criteria for this study consisted of an average of two instructors per institution or a total target population to be surveyed of approximately 530 instructors who currently teach or have taught multicultural courses. CACREP represents institutions from urban as well as rural settings, and participant variation included multicultural course teaching experience, tenure status, age, race, sex, and sexual orientation. Of the 122 professors who responded to the invitation to take part in this research, 114 provided usable data for the analysis.

Procedures

Before implementing the study, permission by the Institutional Review Board for Human Subjects of the University of North Carolina at Charlotte was obtained through the application and approval process established by the University. Recruitment of the sample was conducted through the use of (a) a researcher gathered list of email addresses of CACREP program representative contacts (N = 298) associated with all 541 CACREP-accredited master's level counselor education programs available from the on-line directory of the official CACREP website, (b) approximately 20 email addresses from a list comprised of professors who previously attended two presentations by the researcher on the study topic at national conferences and who subsequently expressed an interest in participating in the study in the event that is was approved, and (c) an email list listing all email addresses of professors who teach in counselor education programs in the U.S. (N = 3043) which was derived from each counseling program website page listing faculty membership and contact information. Through the use of the random assignment function contained in the Excel spreadsheet program, a total of 3361 professors were randomly assigned to be sent invitations for one of two parallel versions of the survey

research instrument subsequently described below in this section.

The program director of each CACREP-accredited institution was contacted via a recruitment email (See Appendix B). The recruitment email consisted of a request for the program director to pass on an invitation email (See Appendix C) to those instructors who teach or have taught multicultural courses in their programs. This "snowball" method of sampling is defined by the selection of a few people, in this case, program directors, who in turn identify additional participants until the researcher has a sufficient number of sample participants (Gay et al., 2009). Where contact information could be found that directly identified multicultural course instructors of a CACREP-accredited program, the researcher sent the invitation emails directly to those instructors. An initial blanket-mailing of the survey invitation was also sent to all professors of counselor education programs in the U.S. who were included in the email list derived from faculty contact pages of program websites.

In a recent empirical study that examined the effect of personalized salutation and sender power on response rates to Web-based surveys, findings indicated that recruitment emails received from a "high power source . . . leads to a strategic imperative to respond to [the] survey" (Joinson & Reips, 2007, p. 1380). Therefore, a successful attempt was made by the researcher to have the recruitment email that was sent to program directors and professors endorsed by a prominent multicultural researcher in the counseling field as a method of improving instructor participation rates in the study.

The invitation email contained a unique URL address link that connected participants to the SurveyShare website where the study survey materials were hosted. An Online Informed Consent Form (See Appendix D) immediately appeared on the

participant computer screen upon clicking the unique URL address link contained in the invitation email. The Online Informed Consent Form stated that participation in the study was voluntary and that online responses would be treated as confidential, and in no case would responses from individual participants be identified. Participants were then further informed that they could stop their participation in the study at any time without penalty. For navigation to the online survey instrument to occur, participants were required to have acknowledged reading the consent form by clicking on the "Continue to Survey" button at the bottom of the page indicating that they understood the statements and freely consented to participate in the study. The participants' browser was then directed to one of two parallel versions of the online Multicultural Classroom Conflict Intervention Survey (See Appendix E and Appendix F). In order to reduce the time it would take for professors to participate in the research and thereby increase the survey response rate, two parallel versions of the survey were created that divided the original six scenario questions equally among two surveys with all other survey items remaining the same in each. The randomly assigned online surveys were made available for a period of three weeks, during which time professors could choose to finish the survey in one sitting, or alternately, choose to take the survey during multiple sittings until it was completed through the use of a "continue the survey later" feature that is a part of the SurveyShare website services package. Approximate time to complete the survey was determined to be 15 minutes. Two weeks after the initial recruitment email was sent, a reminder email was sent to program directors as a method for increasing participant survey response rates (Dillman et al., 2009). After three weeks, the URL link to the survey was terminated and all data was downloaded to the Statistical Package for the

Social Sciences (SPSS, 2012) software program.

Instrumentation

This section describes the instrument used in the study. Data was obtained via two parallel versions of a researcher developed self-report survey entitled Multicultural Class Conflict Intervention Survey.

Multicultural Class Conflict Intervention Survey (MCCIS) (Appendix E and Appendix F)

A researcher-developed self-report survey instrument was used to gather the data used in this study. The two parallel versions of the survey were comprised of survey items intended to provide the researcher with the relevant data necessary to answer the research questions of the study. The instrument assessed (a) demographic characteristics of participants; (b) characteristics of the cross-cultural or multicultural courses in which they teach; (c) the intervention strategies participants use to deal with and resolve multicultural classroom conflict, given a list of 12 commonly identified techniques found in the literature; and (d) the perceived level of challenge professors experience in relation to three *Types* (outlined below) of multicultural classroom conflict, as rated on a 5-point unipolar scale (1-Not challenging at all to 5-Extremely challenging) (Dillman et al., 2009).

Given the lack of relevant well-developed measures related to the topic of this study, the composition of survey items was informed by the above review of the literature regarding multicultural classroom conflict in the domains of professional counselor education, as well as multicultural conflict in psychology, social work, and campus wide educational settings. Areas of research also included the domains of conflict resolution and mediation and the field of communication studies. The survey was divided into three

sections including (a) Section I: Conflict Management Interventions, (b) Section II: Multicultural Conflict Scenarios, and (c) Section III: Demographic Information. The following sections describe each of the three sections of the survey instrument.

Section I: Description of conflict interventions. The purpose of this section was to introduce and explain the 12 conflict interventions to participants of the study. The conflict interventions that were researched in the literature and described in detail in Section I served as the basis of one of the dependent variables of the study. More specifically, each intervention was named and defined in this section in terms of how it might be used to deal with and resolve multicultural classroom conflict. Because this part of the survey was used only for descriptive purposes, there were no question items associated with the section. Thus, participants were only asked to read the interventions closely so that they could then choose from among them when answering the questions in the next section of the survey (Section II).

Section II: Conflict scenarios. Classroom conflict scenarios were utilized as a component of the researcher-developed MCCIS. Conflict scenarios are defined as an imagined sequence of possible events or set of circumstances that describe a difficult cross-cultural or multicultural classroom conflict. The section was comprised of a total of six scenarios (i.e., three scenarios in each of the two parallel versions of the survey) that were drawn from the literature as well as expert reviewer personal classroom experiences. In both parallel versions, each of the three Types of conflict was represented by one distinct representative scenario. The scenarios were used as prompts from which the frequency of conflict intervention usage was measured based on the variables of the study.

The operational use of conflict scenarios. The nature of the conflict described in each of the scenarios in this section (Section II) was designed to evoke a behavioral response from participants that could then be matched against the conflict interventions described in the previous section of the survey (Section I). Each respondent to the survey was presented with a total of three conflict scenarios representing the three Types of conflict. Subsequent to reading each scenario, participants were asked to select three (3) conflict interventions from a list key that most accurately fit their style of dealing with that particular classroom situation. Using a 5-point unipolar scale (1-Not challenging at all to 5-Extremely challenging) (Dillman et al., 2009), participants were then asked to indicate the level of challenge the conflict scenario might present to them if it were to occur in one of their own cross-cultural or multicultural classes. The frequency of conflict intervention selections and the level of challenge rating were utilized as dependent variable measures in the data analysis of the study.

The last question for each scenario was a short-answer request of respondents to provide any other information they would like to share about how they might manage or deal with the conflict presented in that scenario. The short-answer questions were created to gather in-depth understanding of the perceptions and experiences of professors who may use conflict management techniques that differ from, extend, or go beyond the 12 conflict intervention choices that were presented in the survey instrument.

This section of the survey expressly asked respondents to answer all questions in reference to past experiences in multicultural courses they had taught and in which they experienced high levels of difficult multicultural dialogue and classroom conflict. This restricted focus on instructors' experiences in the context of past experiences was

consistent with protocols found in the empirical research of Hanshaw et al. (2010) that focused on identification of personal styles of dealing with classroom conflict. Moreover, it has been posited by Meyers et al. (2006) that professors have more vivid memories of difficult and conflictual classroom situations which then facilitate an increased ability to answer behaviorally anchored questions such as those found in this section of the survey.

The operational use of intervention categories and conflict types. In order to answer the research questions of the study, as noted above, the 12 conflict interventions were delineated into three categories of use by instructors for the purpose of data analysis and include (a) de-escalation only, (b) supportive confronting, and (c) protective confronting. Furthermore, the experimental design component of the study was operationalized in this section of the survey through manipulation of the independent variable represented by the *Types* of conflict (described in the following section). Thus, presentation of the *Types* of multicultural classroom conflict was alternated within the conflict scenarios (i.e., each conflict *Type* was reflected in one of the three scenarios). To reduce potential bias in the selection of interventions and selection of Level of Challenge in each scenario, respondents were not made aware of the conflict Types represented by the scenarios.

Section III: Demographic information. The researcher created a fourteen-item multiple choice demographic questionnaire that provided descriptive information of participants including gender, racial/cultural background, tenure status, experience teaching cross-cultural or multicultural classes, region of country in which programs were located, and diversity composition of participant multicultural classes. Demographic

survey items formed the basis of adding a greater depth of understanding to items used as variables of the study including *Types* of multicultural classroom conflict and perceived level of challenge in dealing with and resolving conflict.

Severity of Conflict Construct

This section will describe the *severity of conflict construct* that was used to define the types of conflictual situations that arise in multicultural classrooms. The construct was operationalized for the purpose of its use as a predictor variable in the research study data analysis. As noted above, there is a dearth of empirical data within the literature that point to the most preferred and prevalent interventions used by instructors for dealing with and resolving multicultural classroom conflict. In addition, whereas it was found that some research has empirically differentiated between two forms of college-wide classroom disruptions, inattentive and hostile forms of conflict (Meyers et al., 2006), these two types of conflict do not provide a sufficient range of differentiation to cover the full range of classroom conflict described in the extant literature specific to the topic of multicultural classroom conflict (Choudhuri, 2009; Sue et al., 2011; Sue, Torino, et al., 2009). Therefore, the following *Types* of conflict expression form the basis of a construct for stratifying the severity of conflictual multicultural classroom dialogue for the purpose of creating a range of levels of situational challenge or difficulty instructors feel towards dealing with these classroom situations. The *Types* of conflict expression presented below together with the level of situational challenge described by professors were used as variables in the study and formed a basis for exploring the most preferred and prevalent conflict interventions used by instructors.

Type I conflict. This type was defined as classroom situations in which contentious dialogue was of a cognitive nature and involves one or more student(s) advocating for a belief or value of their own, society, or a particular group with which they may be associated or identified; or conversely, one or more student(s) are in strong disagreement with a belief or value of an individual, society, or a particular group with which they may be in conflict. Descriptions of classroom situations characterized by this type are found most often in the extant professional literature, and as such, implications made that professors have the most experience in addressing conflicts of this type in multicultural classes. Thus, it was hypothesized in this study as the least challenging of the three types in terms of difficulty in dealing with and resolving.

Type II conflict. This type was defined as classroom situations in which contentious and conflictual dialogue was between student and student and directed at each other. Most conflict resolution and mediation protocols focus attention on resolving this type of dispute (Bush & Folger, 2005); however, whereas it was described in the professional literature as a type of conflict encountered by professors in multicultural classes (Gloria et al., 2000; Kiselica, 1999b; Vacarr, 2001; Walsh, 1988; Young, 2003), no mention was found specifically describing a comparative level of difficulty it presents, nor was it found to be addressed in terms of recommendations for specific application of particular conflict interventions. It was hypothesized in this study that respondents would find this conflict type the second most challenging of the three types in terms of difficulty in dealing with and resolving.

Type III conflict. This type was defined as classroom situations in which the focus of contentious and conflictual dialogue was directed at the instructor. Experts in

the field of nonviolent communication and mediation have posited that statements interpreted as a personal attack by the receiving party in disputes between two people create conflicts characterized as the most difficult to successfully mediate and resolve by the disputing parties themselves (Rosenberg, 2003). Professional literature that was found to address this type of conflict also indicated the high degree of difficulty it holds for professors in dealing with and resolving conflict (Kiselica, 1999b). Thus, it was hypothesized in this study that respondents would find this conflict type the most challenging of the three types in terms of difficulty in dealing with and resolving.

Operationalization of Severity of Conflict Construct

This section explains how the Severity of Conflict Construct was operationalized for the purpose of its use as an independent variable of the study. Input from two professors with extensive teaching experience in the field of multicultural counselor education was used to determine the validity as well as the appropriateness of the operationalization of the construct. The term "level of challenge" was used as a descriptor when indicating the degree of situational difficulty a particular type of classroom conflict represents to a professor when attempting to resolve that kind of classroom situation (e.g., *Type III* conflictual situations are hypothesized in the study as the most difficult for instructors to deal with and resolve; therefore, professors were asked to rate the level of challenge [e.g., not challenging at all to extremely challenging] for this type of conflict when presented to them in the form of hypothetical classroom scenarios contained in the MCCIS). Each of the Types of conflictual classroom situations (i.e., *Type I, Type II, Type III*) was presented in a similar manner within the

Multicultural Classroom Conflict Intervention Survey. Results were interpreted using the analysis procedures outlined in the Data Analysis section of this chapter.

Expert Review and Pilot Study of MCCIS

For the purpose of establishing content and construct validity, an expert review and pilot study of the researcher self-developed survey was conducted. Input and review from two professors with extensive teaching experience in the field of multicultural counselor education was used to determine the appropriateness of delineating the twelve interventions outlined in Chapter 3 into the three intervention categories of de-escalation only, supportive confronting, and protective confronting. The interventions were subsequently visually presented in the MCCIS within the three categories but without the category descriptor names in order to reduce bias in their selection. Furthermore, the order of presentation of the intervention categories were randomized among the three conflict scenario questions of the MCCIS to prevent response pattern bias (Dillman et al., 2009).

Dillman et al. (2009) addressed the importance of procedures that can be utilized to reduce the amount of error in survey instruments. Specifically, these authors recommend the use of clearly worded instruments and well crafted multiple choice questions for the purpose of reducing the amount of measurement error. Several steps were taken to minimize measurement error in the use of the MCCIS instrument including the use of (a) Talk Aloud protocol (Wendt, Kenny, & Marks, 2007), and (b) Card Sort protocol (Brown, 1996) to assess construct and content validity of the MCCIS as well as the scenarios used in Section III of the instrument.

Card Sort protocol was utilized as a means of determining which intervention category each of the twelve conflict interventions would best fit. This procedure involved expert reviewers being asked to sort the twelve interventions used in the MCCIS into the appropriate category based on the category definitions (e.g., de-escalation only, supportive confronting, and protective confronting). This protocol was also used to sort the conflict scenarios used in the MCCIS into the appropriate Type of conflict category (e.g., Type I, Type II, Type III). In separate individual sessions with reviewers, each of the conflict scenarios were written on a separate piece of paper and given to the reviewer to read aloud and place into one of the three Types of conflict categories. Reviewers were asked during the Talk Aloud session to comment on any aspects of the scenarios that seemed confusing or unclear to them as they were reading them. After the first review session, suggestions were made by the reviewers to edit the scenarios for clarity and to better represent certain Types of conflict. After these edits were made, the expert reviewers were engaged one last time using the Cart Sort protocol for final agreement on the validity of the Type categorization of the scenarios.

Upon receiving IRB approval of the initial instruments and procedures, an evaluation of the clarity and conciseness of the survey directions and the demographic questionnaire items was accomplished through the use of a pilot study. To accomplish this task, the researcher solicited three professors who currently teach or have taught cross-cultural or multicultural classes in CACREP-accredited graduate level counselor education programs who were then asked to complete each of the two parallel versions of the survey. The three professors were asked to track the amount of time it took for them to complete the each of the surveys and to provide feedback and suggestions for

improvement. It was found that the approximate amount of time to complete either version of the survey was fifteen minutes or less and no problems were encountered in completing the on-line versions of the surveys. Based upon the responses of the pilot study participants and analyzing the response data, some small editing changes were made to the surveys to incorporate the feedback and suggestions for improvement. A second application was then made to the UNC Charlotte IRB for approval of the revised instruments and procedures. Expert reviewers and pilot study participants were removed from the pool of potential participants of the research study to prevent contamination of the sample population.

Data Analysis

The survey research data was downloaded from the SurveyShare website into an Excel spreadsheet. The data was then imported into the Statistical Package for the Social Sciences (SPSS, 2012) which was utilized to screen the data, gather descriptive data, and analyze the data. Prior to running the major analyses of the study, the data was screened and all variables examined for accuracy of data entry and missing values. Descriptive statistics using SPSS were used to report data from Section III of the MCCIS including age, gender, cultural/racial background, sexual orientation, tenure status, and counseling program geographic location.

A repeated measures ANOVA was utilized to examine the data in order to answer the first research question of the study. Repeated measures ANOVA is most commonly used when (a) comparing the same dependent variables between groups over several time-points or (b) when there are several measures of the same dependent variable. The first research question of the study asked:

Is there a difference between classroom conflict that is Type I (conflict that is cognitive in nature), Type II (conflict between student and student), and Type III (conflict directed at the instructor) based on perceived level of challenge that instructors feel in dealing with and resolving?

The within subject factor was the types of conflict (i.e., Type I, Type II, Type III). The dependent variable was the challenge rating of each conflict type as measured by the challenge level scale of the MCCIS.

The final set of data analyses focused on exploring the answer to the second research question:

Is there a difference among the types of classroom conflicts (i.e., Type I, Type II, Type III) on the conflict management strategies used by professors (i.e., De-escalation only, Supportive Confronting, and Protective Confronting)?

The Friedman Test was utilized to examine the data in order to answer this research question. The Friedman test is a non-parametric alternative to the repeated measures ANOVA test and is used to determine whether there are any statistically significant differences between the distributions of three or more related groups. The independent variable was the Types of conflict (i.e., Type I, Type II, and Type III) and the dependent variable was the scores that indicated how many times professors selected each of the different conflict interventions by category (i.e., De-escalation only, Supportive Confronting, and Protective Confronting).

Summary

The purpose of this chapter was to present the methodological framework upon which the outcomes of the study were determined. The sections included in the chapter

provide reference and details regarding the participants of the study, procedures for collection of data, instruments and constructs used to measure effects, and an explanation of the data analysis procedures that were used to test the hypotheses. Chapter 4 will describe the counselor educators who participated in this research study, the data analysis, and the results of the analyses.

CHAPTER 4: RESULTS

Introduction

The purpose of this research study was to examine the relationship between severity of multicultural classroom conflict and the use of conflict management interventions and techniques by instructors teaching multicultural counseling courses when difficult and conflictual discourse arises in their classes. The research was an attempt to answer two research questions. The first question asks: Is there a difference between classroom conflict that is Type I (conflict that is cognitive in nature), Type II (conflict between student and student), and Type III (conflict directed at the instructor) based on perceived level of challenge that instructors feel in dealing with and resolving? The second question asks: Is there a difference among the types of classroom conflicts (i.e., Type I, Type II, Type III) on the conflict management strategies used by professors (i.e., De-escalation only, Supportive Confronting, and Protective Confronting)?

This chapter presents the results of the research study. The first section provides a description of the sample used in the research. The following sections will address the data analysis of the two research questions and the results of those analyses. The chapter concludes with a summary.

Description of Participants

The target population of the study consisted of graduate-level university instructors who currently teach or have taught multicultural or cross-cultural courses in

CACREP accredited counselor education programs in the U.S. The total number of CACREP-accredited programs as noted earlier is distributed across 266 institutions. There are approximately 2100 instructors associated with CACREP institutions. The total number of professors who currently teach or have taught multicultural courses in CACREP affiliated institutions is not known or accessible and therefore, it is impossible to report the response rate for this survey research study. It was estimated that the total number of professors that would meet the criteria for this research consisted of an average of two instructors per institution or a target population of approximately 530 instructors. A total of 158 professors responded to the invitation to participate in the web-based survey. A large number of these respondents (*n*=36) indicated that their program lacked CACREP affiliation and were therefore eliminated from the study. A total of 122 multicultural or cross-cultural course professors who met the CACREP affiliation criteria responded to the invitation to participate in the web-based survey research study, thus meeting the target sample size. Based upon the estimated target population of 530 CACREP affiliated multicultural class instructors, the 122 professors who responded to the survey resulted in a response rate of 23%. After eliminating respondents with missing or invalid data (*n*=8, less than 7%), a total sample size of 114 was used for this study.

Frequencies and percentages of the demographic variables in this study are reported in Table 1. This sample consisted of 76 (67%) female and 38 (33%) male professors ranging in age from 29 to 75 with an average age of 50 (*SD* = 11.27). The majority of the respondents identified themselves primarily as Caucasian or European Descent (*n* = 68, 59.6%), with 21 (*n* = 21, 18.4%) identifying as African American/Afro-

Caribbean/African Decent, nine (7.9%) as Multi-Racial, seven (6.1%) as Asian/Polynesian or Pacific Islander Descent, five (4.4%) as Hispanic/Latina/Latino Descent, and four (3.5%) as Native American/Indian or First Nation Descent. When asked about sexual orientation, the majority of respondents identified themselves as Heterosexual ((*n* = 96, 84.2%), with 11 (9.6%) identifying as Gay or Lesbian, five (4.4%) as Bisexual, one (.9%) as Transgender, and one (.9%) as Other.

Regarding professional and program characteristics of the sample, the majority of counselor education programs with which professors associated themselves were located in the Southern CACREP region (*n* = 50, 43.9%) of the U.S., with 12 (10.5%) located in the North Atlantic region, 19 (16.7%) in the North Central region, 17 (14.9%) in the Rocky Mountain region, and 14 (12.3%) located in the Western region. There were 50 (43.9%) respondents in the sample who indicated status as tenured and 64 (56.1%) as non-tenured. The majority of respondents identified their title or position in their program as Assistant Professor (*n* = 36, 31.6%), with 31 (27.2%) identifying as an Associate Professor, 17 (14.9%) as Adjunct Professor, 16 (14%) as Full Professor, six (5.3%) as Retired/Emeritus/Emerita Professor, two (1.8%) as Clinical Professor, and six (5.3%) as Other. The majority of professors reported their overall career frequency of teaching multicultural classes as one class per academic year (*n* = 49, 43.0%), with 31 (27.2%) indicating a frequency of two classes; 18 (15.8%) reported teaching less than one class per academic year, and 16 (14.0%) more than two classes per academic year.

Table 1. Demographic Frequencies

Descriptor	*n*	%
GENDER:		
Female	76	66.7
Male	38	33.3
BACKGROUND:		
African American/Afro-Caribbean/African Decent	21	18.4
Asian/Polynesian or Pacific Islander Descent	7	6.1
Caucasian or European Descent	68	59.6
Hispanic/Latina/Latino Descent	5	4.4
Multi-Racial	9	7.9
Native American/Indian or First Nation Descent	4	3.5
SEXUAL ORIENTATION:		
Bisexual	5	4.4
Gay or Lesbian	11	9.6
Heterosexual	96	84.2
Transgender	1	.9
Other	1	.9
CACREP REGION PROGRAM LOCATION:		
North Atlantic (CT, DE,MA, NJ, NY, PA, ME, NH, VT)	12	10.5
North Central (OH, IN, IL, OK, MO, KS, NE, IA, MI, ND, MN, SD, WI)	19	16.7
Southern (AL, AR, FL, GA, KY, LA, MD, MS, NC, SC, TX, TN, VA, WV)	50	43.9
Rocky Mountain (WY, UT, NM, CO, MT, ID)	17	14.9
Western (AK, AZ, CA, HI, NV, OR, WA)	14	12.3
TENURE STATUS:		
Non-tenured	64	56.1
Tenured	50	43.9
TITLE OR POSITION:		
Adjunct Professor	17	14.9
Assistant Professor	36	31.6
Associate Professor	31	27.2
Clinical Professor	2	1.8

Full Professor	16	14.0
Retired/Emeritus/Emerita	6	5.3
Other	6	5.3
CAREER FREQUENCY OF TEACHING MULTICULTURAL CLASS		
Less than one class per academic year	18	15.8
One class per academic year	49	43.0
Two classes per academic year	31	27.2
More than 2 classes per academic year	16	14.0

Data Analyses

Data was acquired from one administration of the web-based researcher-developed survey: The Multicultural Class Conflict Intervention Survey (see Appendix E and Appendix F). Two parallel versions of this instrument were used for collection of data as noted in Chapter 3. During the process of gathering usable data, there were no participants who notified the primary researcher of any difficulties accessing or moving through the survey website. A number of respondents (*n*=36) chose to take the survey by accessing the website and giving informed consent but were not allowed to proceed past a qualifying question (Question #1) that confirmed their experience as a current or former multicultural or cross-cultural instructor in a CACREP affiliated program. Answering "no" to this question immediately took the responder to the end of the survey and a "Thank you" message that explained the qualification criteria for the study. The primary researcher received a large number of personal emails from professors who indicated that they regretted not being able to participate in the research because they did not meet the criteria of having experience as a multicultural instructor or program affiliation with CACREP.

This study explored for answers to the following questions:

1. Is there a difference between classroom conflict that is Type I (conflict that is cognitive in nature), Type II (conflict between student and student), and Type III (conflict directed at the instructor) based on perceived level of challenge that instructors feel in dealing with and resolving?
2. Is there a difference among the types of classroom conflicts (i.e., Type I, Type II, Type III) on the conflict management strategies used by professors (i.e., De-escalation only, Supportive Confronting, and Protective Confronting)?

First, the Statistical Package for the Social Sciences (SPSS, 2012) was used to analyze the data. Prior to running the major analyses of the data, all variables were examined for accuracy of data and missing values. After eliminating data from any respondent (n=8, less than 7%) with missing or inaccurate responses (e.g., selecting more than the number of choices asked for by a question), a total of 114 respondents were included in the study.

Results

Research Question I

The first question to be addressed was: Is there a difference between classroom conflict that is Type I (conflict that is cognitive in nature), Type II (conflict between student and student), and Type III (conflict directed at the instructor) based on perceived level of challenge that instructors feel in dealing with and resolving? To answer this question, this study examined four a priori hypotheses.

Hypothesis 1A. There is a difference between the types of classroom conflict (i.e., Type I, Type II, and Type III) based on perceived level of challenge.

A repeated-measures ANOVA was performed using one within subject factor (i.e., responses to the three items of the MCCIS: Type I conflict, Type II conflict, and Type III conflict). All participants (N = 114) completed the questions regarding the within subject factor listed above. All items were rated on the same scale, 1 to 5 (i.e., 1-not challenging at all to 5-extremely challenging). The means and standard deviations for responses to the three survey items are reported in Table 2.

Table 2. Descriptive Statistics of Three Survey Items

Measure	*M*	*SD*	*N*
Type I conflict	2.77	.903	114
Type II conflict	2.95	.803	114
Type III conflict	3.10	.809	114

Mauchly's Test of Sphericity indicated that the assumption of sphericity had not been violated, $\chi^2(2) = .849$, $p = .654$. Analysis of the data suggested that mean Level of Challenge differed significantly between the Types of multicultural classroom conflict, $F(2, 226) = 7.613$, $p = .001$, partial $\eta^2 = .063$. Thus, we can conclude that there is an overall difference between the Types of multicultural classroom conflict (i.e., Type I, Type II, and Type III) based on perceived level of challenge.

Hypothesis 1B. Type III conflict will be found the most challenging for instructors to deal with and resolve.

Hypothesis 1C. Type II conflict will be found the second most challenging for instructors to deal with and resolve.

Hypothesis 1D. Type I conflict will be found the least challenging for instructors to deal with and resolve.

Post hoc tests of the three a priori hypotheses (i.e., 1B, 1C, 1D) using the Bonferroni correction revealed that the Level of Challenge reported by professors increased slightly from Type I to Type II (2.77 ± .90 *vs.* 2.95 ± .81, respectively), which was not statistically significant ($p = .097$). However, the Level of Challenge reported by professors when encountering Type III conflicts increased to 3.10 ± .081 which was significantly different than Type I conflicts ($p = .001$), but not Type II conflicts ($p = .214$). We can therefore conclude that multicultural classroom conflict elicits a significant increase in the Level of Challenge reported by professors but only when comparing Type III conflicts to Type I. Figure 4.1 illustrates a box plot of the estimated marginal means of the Level of Challenge across the three Types of multicultural classroom conflict.

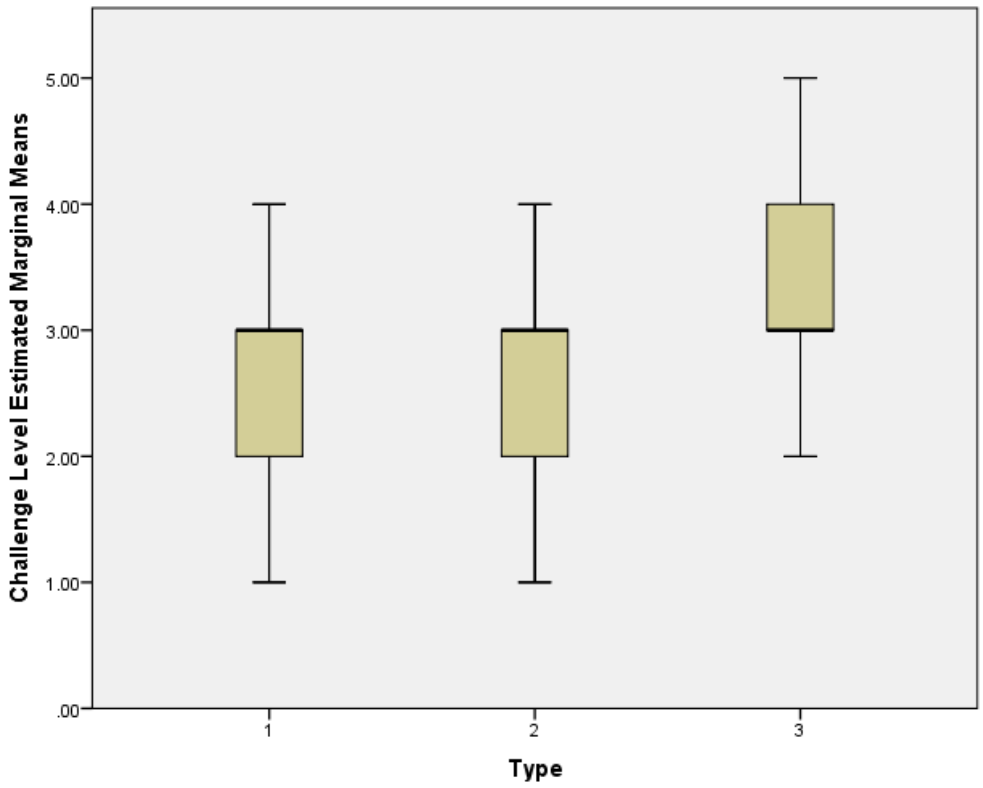

Figure 4.1. Estimated marginal means of Level of Challenge across Types of conflict.

Research Question II

The second question to be addressed was: Is there a difference among the types of classroom conflicts (i.e., Type I, Type II, Type III) on the conflict management strategies used by professors (i.e., De-escalation only, Supportive Confronting, and Protective Confronting)? To answer this question, the data from respondents' three selection choices of conflict interventions for each conflict scenario (i.e., the three intervention choices selected from the 12 presented) were transformed into the categorical responses of De-escalation only, Supportive Confronting, and Protective Confronting as noted in Chapter 2.

Hypothesis 2. There is a difference among the types of classroom conflicts on the conflict management strategies used by professors.

A test of the a priori hypothesis was conducted with the Friedman Test using each of the Types of conflict as the independent variable (i.e., Type I, Type II, and Type III) and the dependent variable represented by the frequency of professors' selections of the conflict interventions for each conflict scenario aggregated within the three intervention categories (i.e., De-escalation only, Supportive Confronting, and Protective Confronting). Pairwise comparisons were performed (SPSS, 2012) with the Bonferroni correction for multiple comparisons. All participants (N = 114) completed the questions regarding the dependent variable listed above. In order to give a complete picture of analysis outcomes for this question, data was examined from the perspectives of (a) intervention usage across Type I, Type II, and Type III conflicts, and (b) intervention usage within each of the individual conflict Types.

Analysis across the Types. For the De-escalation only category of interventions, analysis of the data across Type I, II, and III with the Friedman Test suggested usage of this category of interventions was statistically different among the Types of conflict, $\chi^2(2) = 10.821$, $p = .004$. However, pairwise comparisons using the Bonferroni correction revealed no statistically significant differences among intervention usage from Type I to Type II, Type II to Type III, or Type I to Type III.

For the Supportive Confronting category of interventions, analysis of the data across Type I, II, and III with the Friedman Test suggested usage of this category of interventions was statistically different among the Types of conflict, $\chi^2(2) = 17.260$, $p < .0005$. Pairwise comparisons using the Bonferroni correction revealed statistically significant differences among intervention usage from Type I (*Mdn* = 2.0) to Type III (*Mdn* = 1.0) ($p = .020$), Type II (*Mdn* = 2.0) to Type III (*Mdn* = 1.0) ($p = .013$), but not Type I to Type II.

For the Protective Confronting category of interventions, analysis of the data across Type I, II, and III with the Friedman Test suggested usage of this category of interventions was not statistically different among the Types of conflict, $\chi^2(2) = 1.500$, $p = .472$.

Based on the above analyses, we can therefore conclude that there is a significant overall difference across the Types of Classroom conflict for De-escalation Only and Supportive Confronting intervention conflict management strategies, but De-escalation Only showed no increase or decrease between Types suggesting similar usage no matter what type of conflict arises in classes, and Supportive Confronting intervention data suggested a significant decrease in usage for Type III conflicts. Finally, analysis offered

no support for overall or between differences across the Types of classroom conflicts when examining the use of Protective Confronting conflict management strategies by professors suggesting that use of this category of intervention was the same no matter what Type of conflict arises in classes.

Analysis within the Types. Analysis of intervention data within Type I suggested a significant overall difference among conflict management strategies used by professors within this Type of conflict, $\chi^2(2) = 106.522$, $p < .0005$. *Post-hoc* analysis using the Bonferroni correction revealed statistically significant differences among intervention usage from De-escalation only (*Mdn* = 1.0) to Supportive confronting (*Mdn* = 2.0) ($p = .024$), Supportive confronting (*Mdn* = 2.0) to Protective confronting (*Mdn* = 0.0) ($p < .0005$), and Protective confronting (*Mdn* = 0.0) to De-escalation only (*Mdn* = 1.0) ($p < .0005$).

Analysis of intervention data within Type II suggested a significant overall difference among conflict management strategies used by professors within this Type of conflict, $\chi^2(2) = 83.033$, $p < .0005$. *Post-hoc* analysis using the Bonferroni correction revealed statistically significant differences among intervention usage from De-escalation only (*Mdn* = 1.0) to Supportive confronting (*Mdn* = 2.0) ($p = .007$), Supportive confronting (*Mdn* = 2.0) to Protective confronting (*Mdn* = 0.0) ($p < .0005$), and Protective confronting (*Mdn* = 0.0) to De-escalation only (*Mdn* = 1.0) ($p < .0005$).

Analysis of intervention data within Type III suggested a significant overall difference among conflict management strategies used by professors within this Type of conflict, $\chi^2(2) = 74.830$, $p < .0005$. *Post-hoc* analysis using the Bonferroni correction revealed statistically significant differences among intervention usage from Supportive

confronting (*Mdn* = 1.0) to Protective confronting (*Mdn* = 0.0) ($p < .0005$) and Protective confronting (*Mdn* = 0.0) to De-escalation only (*Mdn* = 1.0) ($p < .0005$), but not De-escalation to Supportive confronting.

Based on the above analyses, we can therefore conclude that there are significant overall differences among the conflict management strategies used by professors within each of the Types of classroom conflicts encountered with the exception of Type III conflicts, which the analysis offered no support for differences in De-escalation only and Supportive confronting intervention usage for this Type.

Descriptive statistics of individual intervention selections (shown in Table 3) give further depth and understanding of the intervention usage data represented in the analyses presented above. Interpretation of the descriptive data shown in Table 3 is presented and discussed in the next chapter (Chapter 5) of this study.

Table 3. Descriptive Statistics of Instructor Intervention Selections for the 3 Conflict Types of the MCCIS

Intervention	Type I conflict		Type II conflict		Type III conflict	
	n	%	*n*	%	*n*	%
De-escalation Only Category						
1. Accurate listening and reflection	82	24.0	71	20.8	79	23.1
2. Modeling humility	15	4.4	12	3.5	23	6.7
3. Using humor	4	1.2	3	.9	9	2.6
4. Acknowledging the difficulty of being in the course	33	9.6	39	11.4	43	12.6
TOTAL	134	39.2	125	36.5	154	45.0
Supportive Confronting Category						
5. Gentle reminder of ground rules	21	6.1	64	18.7	43	12.6
6. Cognitive challenge	70	20.5	44	12.9	33	9.6
7. Reflective assignments	30	8.8	14	4.1	7	2.0
8. Linking to the broader issues of counseling	56	16.4	55	16.1	62	18.1
TOTAL	177	51.8	177	51.8	145	42.4
Protective Confronting Category						
9. Shutting down the dialogue	3	.9	10	2.9	7	2.0
10. Protecting the lone outlier	8	2.3	15	4.4	2	.6
11. Time out	2	.6	13	3.8	7	2.0
12. Ask to meet privately	18	5.3	2	.6	27	7.9
TOTAL	31	9.1	40	11.7	43	12.6

Note. Total intervention selections for each conflict Type = 342 (i.e., 114 respondents x 3 intervention selections for each conflict scenario of the MCCIS).

Summary

The purpose of this research study was to examine the relationship between severity of multicultural classroom conflict and the use of conflict management interventions and techniques by instructors teaching multicultural counseling courses when difficult and conflictual discourse arises in their classes. Demographics of the sample from which the data was obtained was described. A repeated-measures ANOVA, and a Friedman Test were included in this section as tests of the hypotheses of the study.

An analysis of the demographic data indicated that of the 114 sample participants who were studied, the majority consisted of female professors who were of Caucasian or European descent, identified primarily as heterosexual, had non-tenured status, and who were associated with institutions located in the Southern region of the U.S. Most had either the title of Associate or Assistant professor and taught on average one multicultural or cross-cultural class per academic year over the course of their professorial career.

Based on these data, a repeated-measures ANOVA was utilized first and indicated a statistically significant difference between the three Types of multicultural classroom conflict based on perceived level of challenge. A post hoc analysis further suggested that there was a significant increase in the Level of Challenge reported by professors, but only when comparing Type III conflicts to Type I conflicts. The Friedman Test was utilized and indicated that (a) there was a statistical overall difference in categorical intervention usage *across* the Types of conflict for De-escalation only and Supportive confronting, but no support was found for significant increasing or decreasing categorical intervention usage between any of the Types with the exception of decreasing use of Supportive confronting interventions in Type III conflicts, and (b) there were significant differences

among the categorical conflict management strategies used by professors *within* each of the Types of classroom conflicts with the exception of Type III conflicts in which there were no differences in De-escalation only and Supportive confronting intervention usage.

Chapter 5 introduces a discussion of the results, contributions and limitations of the study, implications of the findings, recommendations for future research, and concluding remarks.

CHAPTER 5: DISCUSSION

This survey research study has sought to examine the relationship between severity of multicultural classroom conflict and the use of conflict management interventions and techniques by instructors teaching multicultural counseling courses when difficult and conflictual discourse arises in their classes. This chapter will discuss the implications of the results presented in Chapter 4. First, an overview of the study will be presented. This summary is followed by the findings from the main analyses which will be discussed in reference to possible explanations of the findings and their convergence or divergence from previous literature. Next, contributions and limitations of the study are discussed with possible implications of the findings. Finally, suggestions for future directions within counselor education research will be made followed by concluding remarks.

Overview

The potential for diversity related disagreements, disharmony, and conflict is characteristic of the unfolding 21st Century environment in which the United States faces a changing demographic landscape affecting every aspect of our society. Census bureau data show that the racial and cultural pluralism in the United States continues to increase with ongoing implications for personal, organizational, and systemic structures that underpin our society (Putnam, 2007; Sue & Sue, 2008). Projections indicate that by the year 2050, for the first time in the history of the U.S., people of color will become the

majority representing 53.7% of the population, with Hispanics growing to 31.3% of the total and Whites falling from the current 65% to 46.3% (Ortman & Guarneri, 2009; U.S. Census Bureau, 2008). The magnitude of diversity in our population seeking to satisfy diverse needs can be further understood from a broad multicultural perspective that takes into consideration age, religion, disability, ethnicity and race, social status, sexual orientation, indigenous heritage, national origin, and gender (P. A. Hays, 1996). The counseling profession has endeavored to face the ongoing challenges of demographic changes by transforming itself in ways that meet the mental health needs of an emerging population that looks very different from those initially served by a singular cultural approach to counseling (D'Andrea, Daniels, & Heck, 1991; Pedersen, 1991; Sue, Arredondo, & McDavis, 1992). Critical to the profession for meeting the needs of the changing demographics of our population has been an imperative to address counselor education and training needs in ways that contribute to multicultural awareness and competence.

Matriculating into counseling programs, students often bring their harmful or stereotypical views toward the culturally different that stand in the way of counseling competency. To help insure positive client outcomes regardless of multicultural differences that clients may represent, it is incumbent upon counselor education programs that these student views be skillfully challenged by instructors, often resulting in disagreement and conflict that must then be managed and dealt with effectively. Added to this process is the often overwhelming need for counselor educators to manage the intersecting issues of diversity that students bring into classrooms in terms of their race and ethnicity, gender, socioeconomic status, age, religious and spiritual affiliation,

disability status, and sexual orientation. Whereas there are many theoretical orientations and established pedagogy to guide counselor educators in the process of diversity awareness, sensitivity, and competency training, there has heretofore been little empirical research available to multicultural course instructors to serve as a guide when it comes to dealing with conflict that arises out of student reactions to the difficult issues addressed in their classrooms. The researcher sought to examine the relationship between severity of multicultural classroom conflict and the use of conflict management interventions and techniques by instructors teaching multicultural counseling courses when difficult and conflictual discourse arises in their classes. By exploring the linkages between the severity of classroom conflict and how it relates to instructors' use of conflict management techniques and interventions, the researcher believed that it may be possible to gain a clearer understanding of how counselor educators can become better informed about effective management of difficult multicultural dialogues. Therefore, this survey research study endeavored to add empirically based research to the literature base as a step towards effective and competent use of various conflict management techniques and interventions when dealing with multicultural classroom conflict.

The target sampling frame consisted of an estimated 530 professors who currently teach or have taught multicultural courses at CACREP affiliated institutions. A total of 122 multicultural or cross-cultural course professors who met the CACREP affiliation criteria responded to the invitation to participate in the web-based survey research study resulting in a response rate of 23%. After eliminating respondents with missing or invalid data (n=8, less than 7%), a total sample size of 114 was used for this study. Data for the study was acquired from one administration of the web-based researcher-

developed survey: The Multicultural Class Conflict Intervention Survey which included a demographic questionnaire as well conflict scenarios and questions representing the variables of the study.

Discussion of the Results

An examination of the demographic data indicated a lack of geographic representation of participants of the study in proportion to the institutional affiliation of CACREP programs throughout the country. Through the use of goodness-of-fit chi-square analysis, the number of faculty participants in the study by CACREP region was found to be significantly different from the overall population of programs by region calculated using current data found on the official CACREP website, $\chi^2(2) = 25.519$, $p < 0.001$. Eleven percent ($n = 12$) of participants of the study indicated being associated with counseling programs located in the North Atlantic CACREP region of the U.S., compared with 18% of CACREP programs affiliated with the North Atlantic region overall, 17% ($n = 19$) of participants were located in the North Central region compared to 27% CACREP overall, 44% ($n = 50$) in the Southern region compared to 41% CACREP overall, 15% ($n = 17$) in the Rocky Mountain region compared to 6% CACREP overall, and 13% ($n = 14$) indicated being located in the Western region compared to 8% CACREP overall. Two participants of the study did not report the CACREP region location of their program. Reasons for variance in geographic distribution of the sample compared to CACREP program distribution overall may be attributable to multicultural issues having different levels of saliency in regions of the country represented by more (or less) diverse student populations or relative acceptance of multiculturalism; thus

professors may have differing levels of conflict experience and exposure to difficult multicultural dialogues with resultant differences in interest in the topic of this research.

Overall data regarding demographic attributes of instructors of multicultural courses in CACREP programs from which to characterize the representativeness of the study sample was not accessible to the researcher. Likewise, current overall CACREP programs instructor demographic data was also not accessible. Through use of a goodness-of-fit chi-square analysis, the percentages of the research study participants by ethnic group were found to be significantly different when compared to percentages for each ethnic group in the U.S. population, $\chi^2(2) = 34.278$, $p < 0.001$. Eighteen percent ($n = 21$) of participants of the study indicated their background as African American/Afro-Caribbean/African decent, compared with 13% in the general population; 6% ($n = 7$) of participants identified as Asian/Polynesian or Pacific Islander descent compared with 5% in the general population, 60% ($n = 68$) as Caucasian or European descent compared to 64% in the general population, 4% ($n = 5$) as Hispanic/Latina/Latino descent compared to 16% in the general population, 8% ($n = 9$) Multi-Racial compared to 3%, and 4% ($n = 4$) Native American/Indian or First Nation descent, compared to .9% in the general population. Reasons for variance in ethnic demographic distribution of the sample compared to the general population distribution may be attributable to factors such as emphasis on CACREP (2009) Standards that have required the academic unit of accredited programs to make systematic efforts to recruit, employ, and retain a diverse faculty. Another possible explanation is that minority professors are often called upon to teach multicultural courses in greater proportion than their majority represented colleagues. Other reasons for sample variance from the general population may reflect a

greater interest in the topic by minority professors who may have to deal with higher proportional levels of multicultural related stress arising partly out of resistance from majority students who make up the largest racial percentage of counseling programs (Bradley& Holcomb-McCoy, 2004).

Research Question One

The first question to be addressed was: Is there a difference between classroom conflict that is Type I (conflict that is cognitive in nature), Type II (conflict between student and student), and Type III (conflict directed at the instructor) based on perceived level of challenge that instructors feel in dealing with and resolving?

The main findings of this study include the significant difference found between the Types of classroom conflict that occur in multicultural classes based on perceived level of challenge that professors experience. However, beyond this finding, the analysis offered limited support for discrete differences in the comparative level of challenge for each of the Types of conflict. The researcher hypothesized that there would be significant increasing levels of challenge experienced by professors from Type I to Type II to Type III forms of conflict. However, post hoc tests indicated that a significant increase between the Types could only be identified when comparing Type I with Type III conflicts, leaving Type II at some point in the middle or towards either end of the scale. There are several possible explanations for the absence of clear and identifiable differences between all three categories of conflict. One reason may be that professors have differing experiences of the challenge in dealing with Type II situations (conflicts that happen between student and student) with some finding them very challenging and others less so to the point that there is no identifiable pattern to the experiences of the

sample in this regard. An alternate reason may be that the composition of the Type II scenarios for each of the parallel versions of the survey were not sufficiently matched to consistently represent that particular form of conflict, thus giving an ambiguous outcome to the results. One final reason may be that in looking retrospectively at the veracity of the scenario questions of the MCCIS, it is the opinion of the researcher that one of the Type I scenarios of the survey instrument contained elements of Type II and Type III conflict that were unintended as part of the question. The presence of a scenario question that was not sufficiently matched to the Type I conflict construct could have created less variance in the results than the instrument might have otherwise detected.

Research Question Two

The second question to be addressed was: Is there a difference among the types of classroom conflicts (i.e., Type I, Type II, Type III) on the conflict management strategies used by professors (i.e., De-escalation only, Supportive Confronting, and Protective Confronting)?

When looking at professors' use of conflict intervention usage from the perspective of looking *within* each of the individual conflict Types, the analysis performed to answer this question offered substantial support that the conflicts encountered by professors point toward similar increasing and decreasing patterns of categorical intervention use within each of the Types. This result may point to the possibility that professors have found that certain categories of conflict interventions or combinations of interventions are proportionally more effective and/or necessary in dealing with and resolving the different Types of conflict. For example, the Supportive Confronting category had the highest usage among the categories within each of the

Types of conflict and Protective Confronting the lowest usage. One exception to similarities in proportional usage was that the analysis found no statistical difference between De-escalation Only and Supportive Confronting intervention usage for Type III conflicts.

When looking at professors' use of categorical conflict management strategies from the perspective intervention usage *across* Type I, Type II, and Type III conflicts, the analysis offered very little support that encountering any particular Type of conflict in a class would point toward a pattern of categorical conflict management strategy different from others. This result may stem from the possibility that professors have found that certain conflict interventions or combinations of interventions are effective and/or necessary in resolving all Types of multicultural conflict when it arises in their classes. Other explanations for the lack of variance of conflict management strategies between the Types of conflict include the possibility that professors are limited in their repertoire of interventions and that some intervention choices that were presented in the survey instrument were unfamiliar or professors lacked fluency in their use. Professors may not know other uses of interventions relative to the different Types of conflicts that may arise, or that the possibility exists that better outcomes might be realized if other combinations of interventions were to be used. This possibility is consistent with qualitative research by Sue et al. (2010) that suggests that many instructors who teach multicultural classes lack fluency in strategies for facilitating difficult dialogues.

Patterns of individual (vs. categorical) intervention use are discussed next in this section and suggest that a preference for certain conflict interventions across all Types of classroom conflict were evident from analysis of the descriptive data of participant

intervention selections (Table 3). The most preferred individual intervention across all conflict Types chosen in response to the scenarios of the MCCIS was the de-escalation and relationship building intervention of *accurate listening and reflection*, represented by an average of 23% of the total intervention selections. This finding was consistent with the empirically based study by Meyers et al. (2006) on the nature and correlates of classroom conflict using a national sample of university faculty (N = 226) that found that the most effective conflict management techniques were those that address the relationship between faculty and students. Other most preferred interventions averaged across all conflict Types were *linking to the broader issues of counseling* (17%), and *cognitive challenge* (14%), the importance of which corresponds to research by Perry (1970) that spoke to the issue of difficulties related to challenging students' long held beliefs in terms of their progression through sequential interpretations of meaning reflected in stages of cognitive and ethical growth. The fact that study data indicate a preference by professors in the use of *linking to the broader issues of counseling* and *cognitive challenge* also converges with and supports research by Granello (2002), which emphasizes the importance of counselor educators creating instructional experiences "that are specifically and intentionally designed to push students toward higher levels of cognitive development" (p. 279).

Least preferred across all conflict Types was *using humor*, *time out*, and *shutting down the dialogue*, each represented by an average of 2% of the total intervention selections. As indicated earlier in Chapter 2, the use of humor is possibly the riskiest of instructor conflict interventions because humor can be seen as light-hearted as well as misinterpreted by students as personal attack. Even when skillfully employed, humor can

be an unreliable mediator because people are not uniform in their ability to recognize it for what it is (Dunning, 2005). Thus, the researcher was not surprised to learn that the total selections of humor as a conflict intervention (n = 16) indicated that it was the least preferred among all of the interventions presented. *Time out* and *shutting down the dialogue* when used as conflict interventions in multicultural classes correspond to the type of instructor behaviors that Sue et al. (2010) have described as frustrating to students who have interpreted the use of these kind of interventions as "prematurely ending the conversation or discouraging emotional exploration" (p. 211).

Another interesting finding was that certain interventions had an increasing or decreasing pattern of use across the Types of classroom conflict. For example, data indicate that *cognitive challenge* was used with decreasing frequency across the conflict Types with this intervention being used the most frequently for Type I conflict (n = 70), Type II (n = 44) the next most frequently, and Type III conflict (n = 33) the least frequently. This usage pattern may indicate that greater value is attributed to *cognitive challenge* as an intervention when it involves conflicts of ideas and beliefs (Type I) than when dealing with conflicts that are personal in nature and directed at the instructor (Type III). Likewise, data describing use of *Reflective assignments* also indicate a decreasing pattern of use across the Types of conflict for reasons that may be similar to the previous intervention. *Acknowledging the difficulty of being in the course* had an increasing pattern of usage across the continuum from Type I to Type III, possibly suggesting greater usefulness as a mediative strategy when the perceived Level of Challenge to instructors increases across the Types.

This research study was the first to identify and delineate multicultural classroom conflict into discrete Types that represent the forms of conflict professors routinely encounter and have to deal with in multicultural counselor education classes. This classification of the forms of conflict thus served as the basis for an examination of the employment of conflict interventions that have been earlier identified in the extant literature of the multicultural counseling profession. The results of the study confirm a new basis for understanding how conflict may be identified when it is encountered by instructors though recognition of the Types of conflict that are occurring. Thus, an ability to recognize the discrete Types of conflict may alert or forewarn instructors of the likelihood of personal reactions in terms of the level of challenge the situation may hold for them.

Contributions of the Study

First, it is important to note that this research study was the first in the multicultural counseling literature to empirically examine the faculty use of recommended conflict interventions to resolve classroom conflict in support of multicultural awareness and competency training. Previous research specific to multicultural counselor education and psychology was based largely on qualitative data gathered through interviews of faculty and students who described classroom conflict from personal experiential perspectives (Sue, Torino, et al., 2009, Sue, Lin, et al., 2009, Sue et al., 2010). Whereas the research attempted to define strategies and behaviors that were deemed important and useful in dealing with the difficult dialogue and conflict that often arises in multicultural classes, it did not examine these behaviors and strategies in reference to the severity of the conflicts that arise in classes, nor in reference to the

characteristics of the conflict itself such as what it was about and to whom it might be directed in the class. As a result, this study added to the empirical literature base by investigating relationships between Types of conflict that arise in multicultural classes and faculty usage of conflict interventions, as well as the Types of conflict and the level of challenge that professors experience in dealing with and resolving .

Second, this study expanded the current knowledge base by providing a more comprehensive understanding of the faculty usage of recommended conflict interventions through insight into the patterned use of the interventions both across and within the domain of conflict Type, as well as through empirical data that point to the most preferred intervention strategies. Previous research and opinion articles found in the counseling literature (Choudhuri, 2009; Kiselica, 1999a; Sue & Constantine, 2007; Sue, Torino, et al., 2009; Young, 2003) did define and recommend various interventions that were deemed useful and necessary in dealing with and resolving multicultural classroom conflict. However, none of these works pointed to actual data regarding current usage of the recommended interventions either individually or when they might be used in combination with other interventions. This study added an important consideration in the prospective use of recommended interventions through knowledge about their actual use by others in the field. Insight and knowledge from data that indicate how others in the field are actually utilizing recommended conflict interventions may give rise to more informed choices in their use within multicultural classrooms.

Third, this research study was national in scope and included a sample that was representative of accredited programs having a specific focus on meeting the mental healthcare needs of a diverse and pluralistic society. Previous research on the topic has

not focused exclusively on the domain of counselor education and has mostly been limited to small groups within qualitative studies. Thus, whereas the benefits of this study may extend to other mental healthcare fields and domains, faculty in the field of counselor education will be able to consider the relevance and importance of the outcomes of this research from the perspective of knowing the study data is representative of other educators like themselves within the counselor education profession.

Finally, outcomes of this study may be of value to professors who are new to the often difficult and challenging task of teaching multicultural and cross-cultural courses. Dealing with conflict arising out of the topics covered in multicultural classroom discussions has heretofore been a set of skills that was tacitly learned by professors as a factor of on-the-job training, as well as a task for which many new professors have felt ill-at-ease and unprepared (Sue, Torino, et al., 2009). The information available as a result of this study may provide professors who are new to multicultural course instruction the opportunity to reflect on data that point to what others in the field are doing, which in turn may help better inform their decisions about learning the techniques of dealing with multicultural classroom conflict. Having this information as a starting point for developing fluency in conflict interventions and techniques is consistent with meeting the imperative stated by Sue and Constantine (2007) that "being a culturally competent educator *requires* the ability to facilitate dialogues among diverse groups" (p.142).

Limitations of the Study

There are several notable limitations of this study. First, the target sample frame consisted of only professors of counselor education programs accredited by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). This criterion thus omitted professors of programs unaffiliated with CACREP from taking part in the research study. Therefore, generalizability of the study results is limited to professors of CACREP affiliated institutions who teach or have taught multicultural courses. Additionally, the response rate for this study was 23%. This low response rate may suggest that there were differences in the sample participants who chose to participate in the survey research and those who did not. Examples of these differences may include (a) those having chosen to participate in the research because of a higher degree of interest in the topic of multiculturalism or multicultural conflict, (b) those having less skills and proficiency in dealing with multicultural conflict such as new faculty, and (c) those more affected by multicultural conflict related stress such as minority professors in majority represented classes as noted earlier in this chapter. These differences may have predisposed certain participants to be more inclined to take part in this survey research.

Another limitation of this study was the self-report measure characteristic of the MCCIS instrument used to gather the data. Research that asks mental healthcare educators to report how they would respond in difficult conflictual classroom situations may be analogous to research that has shown that mental healthcare professionals' reports of what they would do in difficult client situations may be different from their behaviors when faced with actual ethical dilemmas (Pope, Tabachnick, & Keith-Spiegel, 1987).

The nature of the desire and need for professional competency in handling student biases and prejudices and issues of multiculturalism—the lack of which may contribute to the risk of conflict arising in multicultural classes (Sue et al., 2010)—may have resulted in participants giving answers that were socially desirable and therefore not reflective of their actual classroom experiences. As a result, some respondents may have provided "acceptable" answers to survey questions based on how they felt they "should" respond to classroom conflict rather than describing actual responses to similar classroom experiences from the past.

Implications of the Findings

In spite of the limitations of this study, evidence that supports knowing the Type of conflict a situation presents has important and useful implications to the profession in multiple dimensions and domains. First, it may be important to professors who teach multicultural classes to be able to identify those Types of classroom conflict that are the most challenging for them to deal with and resolve so that they might then focus their efforts on learning different intervention methods and techniques that could improve student learning outcomes in those situations. For example, if a professor finds that one particular Type of classroom conflict (e.g., conflict between students) is consistently the most challenging for them to deal with and resolve, acquiring fluency in new interventions might be a strategy that could subsequently be applied to those situations to facilitate different and possibly better outcomes.

Furthermore, having a construct that allows for the differentiation of classroom conflict into identifiable Types might allow researchers in the counselor education field to research and develop specific methods and strategies for dealing with and resolving

specific Types of conflict situations and then develop studies that could measure effectiveness of interventions applied to those situations. Effectiveness measures related to interventions used to deal with multicultural classroom conflict are currently absent from the profession. Focused training for dealing with multicultural classroom conflict could then be offered by the profession which is consistent with meeting training needs that have been expressed in the past by those in multicultural counselor education (Helms et al., 2003; Sue, Torino, et al., 2009).

Whereas outcomes of this research found limited support for differences in conflict intervention strategies used by professors that are based on the Types of classroom conflict (i.e., study data indicate the patterned intervention responses of professors within and across the domain of Types were only minimally based on the Types), this outcome does not support a conclusion that assumes, therefore, that professors should not consider varying their patterned intervention responses in support of better conflict resolution outcomes in difficult classroom situations, or that other patterned responses should not be examined and researched for improved effectiveness. The data may simply show that current practice has not evolved to a point where focused strategies have been identified and developed for dealing with the different Types of multicultural conflict commonly encountered in classes. This possibility is consistent with current research by Sue et al. (2010) that documents student thematic reactions and frustrations related to professors' inability to facilitate multicultural dialogue, some of who "felt that their professors struggled during classroom conversations about race, thus potentially reflecting a lack of training, understanding, or skills in facilitating [difficult] dialogues." (pp. 211-212).

Finally, the results of this study have important implications for the training and development of multicultural course instructors by describing current frequencies and patterns of conflict intervention use that have been identified from the data and making this information available to the profession. Through the use of intervention frequency data identified in the study, professors may be better informed about how others in the profession are dealing with difficult dialogue when it arises in their classes. This study offers empirical evidence about the utilization of recommended conflict interventions that has previously been absent from the profession. An example of the usefulness of the data is the frequency results that point to *accurate listening and reflection* as being employed most often across all three conflict domains. As stated above, understanding how others in the profession are utilizing conflict intervention may in turn lead to improved student learning outcomes.

Future Research

This survey research study has offered contributions and implications to the field of multicultural counselor education and to the multicultural counseling literature base. Emerging out of these findings are possible questions that may be addressed in future research. This study found that the Types of conflict encountered in multicultural classrooms are significantly related to the level of challenge that professors experience in dealing with and resolving. An examination of the data that describes the frequency of conflict intervention usage points to preferred use of certain interventions and patterns that can possibly describe their individual use in relation to the Types of conflict instructors are likely to encounter. Whereas these outcomes are noteworthy and may be of value to the profession, future research is needed to build on the conclusions of this

study and to extend the value of what has been found. This section describes the researcher's recommendations of essential considerations that need to be made for deciding future research.

First, this survey research study was a measure of the most preferred interventions that are used by professors to resolve multicultural conflict when it arises in their classrooms. There is a need for research that can determine the effectiveness of the various conflict interventions that have been identified together with research that gauges the effectiveness of individual and combinational use of interventions. Future research could focus efforts on gaining an understanding of intervention effectiveness from the perspective of professors who teach multicultural courses as well as students who are affected by professors' behaviors of intervening in classroom conflict. The question that could be asked of professors is what interventions have you found the most effective for resolving multicultural classroom conflict while facilitating multicultural counseling competency and awareness. Students might be asked what interventions were the most effective for resolving the conflicts that have arisen in their classes. The value of answers to these questions might be extended if the answers can be associated with the Types of conflict that occur. Future research utilizing observational studies of multicultural classrooms may also need to be considered in this regard. Other future research that may extend the benefits of understanding intervention effectiveness might be to examine the relationship of intervention effectiveness to the independent variables of gender, tenure status, racial/cultural background, and sexual orientation. Without the measure of intervention effectiveness, however, it is the opinion of the researcher that any data describing the use of interventions in consideration of these demographic variables may

only serve to create stereotypical understanding of their use with no discernible value in resolving classroom conflict.

Second, there are currently no protocols established for guiding multicultural class instructors in the use of conflict interventions. Future research may include creating studies of best practices and then formulating protocol standards by which instructors may be guided in the utilization of interventions and strategies for dealing with conflict in multicultural classes. A first step in this process may be the creation of research that utilizes Delphi study methodology to bring together experts in the field to examine options for intervention use with the intention of arriving at a consensus of best practices.

Third, this research was conducted with the limiting criterion of including only professors associated with CACREP counseling programs. It may be valuable to focus future research on a more inclusive group that includes other counseling programs and mental healthcare disciplines that teach multicultural courses such as in the Counseling Psychology and Social Work domains.

Fourth, a review was made of open-ended responses made by participants at the end of the survey process. A thematic response from the comments provided by sample participants was found to be the importance of factoring in the level of identity development of students when dealing with the conflicts that arise out of difficult multicultural discussions. Future research into the use of conflict interventions may therefore need to include the dimension of student identity development as a factor in recommended intervention use by professors.

It is the opinion of the researcher that the profession would benefit from research that measures the value of providing instruction on dealing with classroom conflict to

professors who teach multicultural courses. The researcher finds it interesting that the CACREP (2009) Standards require the inclusion of curriculum that teaches counseling students conflict resolution techniques and strategies for use in resolving client issues, but there is no corresponding requirement that professors be taught the very techniques and strategies they are required to teach.

Finally, with the advent of increasing emphasis by Colleges and Universities to expand online forms of providing graduate level coursework and instruction, the counseling profession would benefit from future research that examines the effect that this form of instruction has on the capacity of instructors to effectively mediate and resolve multicultural classroom conflict. Research may indicate that other forms of conflict intervention may need to be developed to deal with the lack of face-to-face and group contact with students. Research could start with investigating the value of online discussion boards and social media as tools that could create connections that might substitute for the person to person interaction that forms the basis of dealing with conflict in classrooms.

It is evident that the results of this study have created questions for future research that can extend the benefits of what has been found. It is clear that more empirical forms of research into the topic such as this study can serve to inform the profession in a different way than the largely qualitative studies that have been done thus far. The difficulty in undertaking such empirical studies lies in the task of finding better ways of measuring the effectiveness of efforts to deal with and resolve multicultural conflict. The continuation of research studies on this topic in the future will only help to create understanding that can lead to more effective ways of preventing difficult classroom

dialogue from derailing professors' best efforts to move the multicultural imperative forward.

Concluding Remarks

Multicultural class professors are faced with the often difficult task of helping prepare pre-service counselors to meet the mental healthcare needs of an increasingly diverse and pluralistic society. A major factor that has stood in the way of effective training offered by professors who engage in this type of instruction has been students' resistance to challenging their entrenched patterns of bias and prejudice, which are undermining factors to the process of engendering multicultural awareness, sensitivity, and counseling competency. There has heretofore been a recognized need in the profession for preparing counselor educators to effectively deal with the conflictual and contentious reactions directed towards them by students struggling with their resistance to multicultural awareness, sensitivity, and competency instruction. However, there has been little in the way of evidenced based research up until now that has specifically examined how instructors deal with multicultural conflict in view of the severity of the conflicts they encounter and the techniques and interventions that are used to mediate and resolve conflict arising out of the process of teaching multicultural courses in academic settings.

In closing, this research has found that an awareness of the Types of conflicts that are encountered while teaching multicultural classes can help to inform professors of the challenging nature of their own reactions to these situations when they arise in their classes. In addition, the study results may form the basis of empirical data that can further inform the profession of how difficult multicultural conflict is currently dealt with

in academic settings. Another purpose of this study has been to lay the groundwork for future research that will answer more questions about the topic of dealing with difficult and contentious multicultural classroom situations. It is the intention of the researcher to continue a scholarly line of research in the area of resolving multicultural conflict and to inspire others to concentrate on expanding the empirical literature base through continued research that will help to contribute to more informed practices in dealing with and resolving difficult conflictual situations when they arise in classrooms.

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APPENDIX A: AMCD MULTICULTURAL COUNSELING COMPETENCIES

I. Counselor Awareness of Own Cultural Values and Biases

A. Attitudes and Beliefs

1. Culturally skilled counselors believe that cultural self-awareness and sensitivity to one's own cultural heritage was essential.

2. Culturally skilled counselors are aware of how their own cultural background and experiences have influenced attitudes, values, and biases about psychological processes.

3. Culturally skilled counselors are able to recognize the limits of their multicultural competency and expertise.

4. Culturally skilled counselors recognize their sources of discomfort with differences that exist between themselves and clients in terms of race, ethnicity and culture.

B. Knowledge

1. Culturally skilled counselors have specific knowledge about their own racial and cultural heritage and how it personally and professionally affects their definitions and biases of normality/abnormality and the process of counseling.

2. Culturally skilled counselors possess knowledge and understanding about how oppression, racism, discrimination, and stereotyping affect them personally and in their work. This allows individuals to acknowledge their own racist attitudes, beliefs, and feelings. Although this standard applies to all groups, for White counselors it may mean that they understand how they may have directly or indirectly benefited from

individual, institutional, and cultural racism as outlined in White identity development models.

3. Culturally skilled counselors possess knowledge about their social impact upon others. They are knowledgeable about communication style differences, how their style may clash with or foster the counseling process with persons of color or others different from themselves based on the A, B and C, Dimensions ,and how to anticipate the impact it may have on others.

C. Skills

1. Culturally skilled counselors seek out educational, consultative, and training experiences to improve their understanding and effectiveness in working with culturally different populations. Being able to recognize the limits of their competencies, they (a) seek consultation, (b) seek further training or education, (c) refer out to more qualified individuals or resources, or (d) engage in a combination of these.

2. Culturally skilled counselors are constantly seeking to understand themselves as racial and cultural beings and are actively seeking a non racist identity.

II. Counselor Awareness of Client's Worldview

A. Attitudes and Beliefs

1. Culturally skilled counselors are aware of their negative and positive emotional reactions toward other racial and ethnic groups that may prove detrimental to the

counseling relationship. They are willing to contrast their own beliefs and attitudes with those of their culturally different clients in a nonjudgmental fashion.

2. Culturally skilled counselors are aware of their stereotypes and preconceived notions that they may hold toward other racial and ethnic minority groups.

B. Knowledge

1. Culturally skilled counselors possess specific knowledge and information about the particular group with which they are working. They are aware of the life experiences, cultural heritage, and historical background of their culturally different clients. This particular competency was strongly linked to the "minority identity development models" available in the literature.

2. Culturally skilled counselors understand how race, culture, ethnicity, and so forth may affect personality formation, vocational choices, manifestation of psychological disorders, help seeking behavior, and the appropriateness or inappropriateness of counseling approaches.

3. Culturally skilled counselors understand and have knowledge about sociopolitical influences that impinge upon the life of racial and ethnic minorities. Immigration issues, poverty, racism, stereotyping, and powerlessness may impact self esteem and self concept in the counseling process.

C. Skills

1. Culturally skilled counselors should familiarize themselves with relevant research and the latest findings regarding mental health and mental disorders that affect various ethnic and racial groups. They should actively seek out educational experiences that enrich their knowledge, understanding, and cross-cultural skills for more effective counseling behavior.

2. Culturally skilled counselors become actively involved with minority individuals outside the counseling setting (e.g., community events, social and political functions, celebrations, friendships, neighborhood groups, and so forth) so that their perspective of minorities was more than an academic or helping exercise.

III. Culturally Appropriate Intervention Strategies

A. Beliefs and Attitudes

1. Culturally skilled counselors respect clients' religious and/ or spiritual beliefs and values, including attributions and taboos, because they affect worldview, psychosocial functioning, and expressions of distress.

2. Culturally skilled counselors respect indigenous helping practices and respect helping networks among communities of color.

3. Culturally skilled counselors value bilingualism and do not view another language as an impediment to counseling (monolingualism may be the culprit).

B. Knowledge

1. Culturally skilled counselors have a clear and explicit knowledge and understanding of the generic characteristics of counseling and therapy (culture bound, class bound, and monolingual) and how they may clash with the cultural values of various cultural groups.

2. Culturally skilled counselors are aware of institutional barriers that prevent minorities from using mental health services.

3. Culturally skilled counselors have knowledge of the potential bias in assessment instruments and use procedures and interpret findings keeping in mind the cultural and linguistic characteristics of the clients.

4. Culturally skilled counselors have knowledge of family structures, hierarchies, values, and beliefs from various cultural perspectives. They are knowledgeable about the community where a particular cultural group may reside and the resources in the community. Culturally skilled counselors should be aware of relevant discriminatory practices at the social and community level that may be affecting the psychological welfare of the population being served

C. Skills

1. Culturally skilled counselors are able to engage in a variety of verbal and nonverbal helping responses. They are able to send and receive both verbal and nonverbal messages accurately and appropriately. They are not tied down to only one method or approach to helping, but recognize that helping styles and approaches may be culture

bound. When they sense that their helping style was limited and potentially inappropriate, they can anticipate and modify it.

2. Culturally skilled counselors are able to exercise institutional intervention skills on behalf of their clients. They can help clients determine whether a "problem" stems from racism or bias in others (the concept of healthy paranoia) so that clients do not inappropriately personalize problems.

3. Culturally skilled counselors are not averse to seeking consultation with traditional healers or religious and spiritual leaders and practitioners in the treatment of culturally different clients when appropriate.

4. Culturally skilled counselors take responsibility for interacting in the language requested by the client and, if not feasible, make appropriate referrals. A serious problem arises when the linguistic skills of the counselor do not match the language of the client. This being the case, counselors should (a) seek a translator with cultural knowledge and appropriate professional background or

(b) refer to a knowledgeable and competent bilingual counselor.

1. Culturally skilled counselors have training and expertise in the use of traditional assessment and testing instruments. They not only understand the technical aspects of the instruments but are also aware of the cultural limitations. This allows them to use test instruments for the welfare of culturally different clients.

2. Culturally skilled counselors should attend to as well as work to eliminate biases, prejudices, and discriminatory contexts in conducting evaluations and providing

interventions, and should develop sensitivity to issues of oppression, sexism, heterosexism, elitism and racism.

3. Culturally skilled counselors take responsibility for educating their clients to the processes of psychological intervention, such as goals, expectations, legal rights, and the counselor's orientation.

Arredondo, P., Toporek, M. S., Brown, S., Jones, J., Locke, D. C., Sanchez, J. and Stadler, H. (1996) Operationalization of the Multicultural Counseling Competencies. AMCD: Alexandria, VA

APPENDIX B: RECRUITMENT EMAIL

Attention CACREP Contact Representative or Department Head,

I would like to request your assistance as the CACREP contact representative or Department Head for your program. Please forward the Invitation written below to faculty who teach or have taught multicultural or cross cultural courses in your program. Thank you.

Invitation to Participate in Multicultural Research

Dear Faculty Member:

I am a doctoral candidate in the Department of Counseling at the University of North Carolina at Charlotte and am conducting a study to fulfill the requirements of my doctoral program. The purpose of my study will be to assess the frequency of conflict interventions used by multicultural and cross-cultural course instructors when dealing with diversity related classroom conflict. Your help in this research is important and will be greatly appreciated.

The hope of this research will be an understanding of the most prevalent conflict interventions used by professors when dealing with difficult and contentious multicultural classroom dialogue. Understanding how the use of conflict management interventions is related to the severity of classroom conflict may contribute to the development of empirically informed conflict management protocols that are currently absent from the profession. The value and importance of this research has been reviewed by Don C. Locke:

> *After reviewing the proposed study related to multicultural classroom conflict in counselor education programs, I endorse and encourage the participation of CACREP professors in the completion of this survey research. I believe the outcomes related to this research may be of importance to the profession in informing us on how to work with students in multicultural classroom environments and will contribute towards positive counselor training outcomes*— Don C. Locke, Distinguished Professor Emeritus, North Carolina State University.

The survey consists of just 21 questions and should take no more than 15 minutes to complete. This study has been approved by the University of North Carolina at Charlotte Institutional Review Board. If you choose to participate in this study, your information will be kept confidential. No names or e-mail addresses will be identified with your responses. You may withdraw or decline without penalty at any time.

If this study is of interest to you, or if you want to review the informed consent form before proceeding, please click the unique URL address link below or copy and paste the URL address into your web browser:

http://uncc.surveyshare.com

Thank you very much for you willingness to participate in this study.

Stephen Burton, MAEd, NCC, LPC
Doctoral Candidate
Department of Counseling
University of NC Charlotte
sburto10@uncc.edu

Susan Furr, PhD
Dissertation Chair
Department of Counseling
University of NC Charlotte
SusanFurr@uncc.edu

APPENDIX C: INVITATION EMAIL

Dear Faculty Member:

I am a doctoral candidate in the Department of Counseling at the University of North Carolina at Charlotte and am conducting a study to fulfill the requirements of my doctoral program. The purpose of my study will be to assess the frequency of conflict interventions used by multicultural and cross-cultural course instructors when dealing with diversity related classroom conflict. Your help in this research is important and will be greatly appreciated.

The hope of this research will be an understanding of the most prevalent conflict interventions used by professors when dealing with difficult and contentious multicultural classroom dialogue. Understanding how the use of conflict management interventions is related to the severity of classroom conflict may contribute to the development of empirically informed conflict management protocols that are currently absent from the profession. The value and importance of this research has been reviewed by Don C. Locke:

> *After reviewing the proposed study related to multicultural classroom conflict in counselor education programs, I endorse and encourage the participation of CACREP professors in the completion of this survey research. I believe the outcomes related to this research may be of importance to the profession in informing us on how to work with students in multicultural classroom environments and will contribute towards positive counselor training outcomes*— Don C. Locke, Distinguished Professor Emeritus, North Carolina State University.

The survey consists of just 21 questions and should take no more than 15 minutes to complete. This study has been approved by the University of North Carolina at Charlotte Institutional Review Board. If you choose to participate in this study, your information will be kept confidential. No names or e-mail addresses will be identified with your responses. You may withdraw or decline without penalty at any time.

If this study is of interest to you, or if you want to review the informed consent form before proceeding, please click the unique URL address link below or copy and paste the URL address into your web browser:

http://uncc.surveyshare.com

Thank you very much for you willingness to participate in this study.

Stephen Burton, MAEd, NCC, LPC
Doctoral Candidate
Department of Counseling
University of NC Charlotte
sburto10@uncc.edu

Susan Furr, PhD
Dissertation Chair
Department of Counseling
University of NC Charlotte
SusanFurr@uncc.edu

APPENDIX D: ONLINE INFORMED CONSENT FORM

Thank you for your interest in participating in my dissertation research project. Before taking part in this study, please read the consent form below and click on the "Continue to Survey" button at the bottom of the page if you understand the statements and freely consent to participate in the study.

This study will assess the frequency of conflict interventions used by cross-cultural and multicultural course instructors when dealing with diversity related classroom conflict. It is hoped that the results of the study will lead to an understanding of the most prevalent conflict interventions used by professors when dealing with difficult and contentious multicultural classroom dialogue. An understanding of the use of conflict management interventions may contribute to the formulation of empirically informed conflict management protocols that are currently absent from the profession.

This project is being conducted by Stephen Burton, MAEd, NCC, LPC, in the Department of Counseling at the University of North Carolina at Charlotte. Susan Furr, PhD, Professor of Counseling in the Department of Counseling at the University of North Carolina at Charlotte is the chair of this dissertation study. Your participation in this project is greatly appreciated and will take approximately 15 minutes to fill out the attached survey.

To participate in this study, you must have experience as an instructor of multicultural or cross-cultural courses in a CACREP affiliated counselor education program. Participation in this study is voluntary. The decision to participate in this study is completely up to you. Neither the University of North Carolina at Charlotte nor the researcher will provide any financial compensation to participants in this study. Your online responses are treated as confidential, and in no case will responses from individual participants be identified. Only group and aggregate data from the study will be published or presented. Because the survey internet servers are not encrypted, there is a slight chance that data could be observed by a third party. You may choose to terminate participation at any time should you experience emotional discomfort while completing the materials. I do not expect any risks will result from participating in this study, though there may be risks that are currently unforeseeable. No adverse actions will be taken against you for opting out. All data collected will be stored in a secure place. Only the researcher will have access to them.

There are no direct material benefits from participating in this study. However, you may feel good about your participation because it may lead to more useful and effective knowledge about dealing with and managing difficult and contentious conflict when it arises in cross-cultural and multicultural courses.

This study has been approved by the University of North Carolina at Charlotte Institutional Review Board (IRB) for Research with Human Subjects and an acknowledgment of this project is on file. Please contact the university's Research Compliance Office (704-687-3309) if you have questions about your participation in the study. Should you have any questions about the research project, please feel free to contact Dr. Susan Furr by phone at (704) 687-8960 or by e-mail at SusanFurr@uncc.edu, or Stephen Burton, MAEd by e-mail at sburto10@uncc.edu. By continuing to the next page of the survey, you are agreeing that the data you provide may be used for the purposes of this study. Thank you for your time and help with this project.

Stephen Burton, MAEd, NCC, LPC
Doctoral Candidate

Susan Furr, PhD
Dissertation Chair

After reading the above consent, please indicate below by clicking "Continue to Survey" if you choose to continue with the survey or close your browser if you are declining to participate.

Continue to Survey

APPENDIX E: MULTICULTURAL CLASS CONFLICT INTERVENTION SURVEY (VER. 1)

Thank you for participating in this research study. There are three sections of the survey and should take you approximately 15 minutes to complete. Your progress will be indicated by a bar at the top of your screen. You are asked to complete the survey in one sitting; however, it is possible for you to stop at any point during the survey if you choose and come back to where you left off by clicking the "Save and Continue Later" button at the bottom of each screen.

Section I: Conflict Management Interventions

In this first section of the survey, the following Conflict Management Interventions presented below are among those that can be found in the professional literature recommended for dealing with difficult multicultural classroom dialogue or situations. In the next section (Section II), you will be asked to choose which of these interventions you would typically use for managing and dealing with three difficult hypothetical classroom situations. These conflict management interventions may or may not exactly represent what you might use when dealing with conflict in your multicultural or cross cultural classes. However, you are asked to read the interventions closely so that you can choose three (3) interventions that most accurately fit your style of dealing with each of the classroom situations that will be presented in the next section of the survey.

Accurate Listening and Reflection:

You accurately reflect as well as summarize of all perspectives of student[s] involved in the conflict or contentious dialogue.

Modeling Humility:

You introduce anecdotal experiences from your experience to model that "it's OK to be wrong."

Using Humor:

You utilize your ability to introduce humor into the situation.

Acknowledging the Difficulty of being in the Course:

You reiterate how Multicultural Class topics and issues can be emotionally triggering and difficult to confront.

Gentle Reminder of Ground Rules:

Having laid down ground rules early on in the course (e.g., speak one at a time, own your opinions, focus on the topic and not the person, speak for yourself and not the group), you gently remind student[s] when rules are broken or ignored.

Cognitive Challenge:

You summarize differing student perspective[s] and then offer alternative perspectives, insights, or client experiences for the student(s) to consider.

Reflective Assignments:

You assign one of the following types of reflective activities:

- One-minute Journal: Class was invited to journal for one or two minutes about the conflict so that everyone can voice opinions in the relative safety of writing and then share in small groups or with the entire class.
- Break into Smaller Groups to Discuss: Assigning the conflictual issue as the topic of small group discussion, summarizing in written or oral form to class.
- Invite Individual Research: Invite student[s] who have been emotionally triggered by an issue or topic to engage in related research and then present to class for further discussion.

Linking to Broader Issues of Counseling:

You shift focus from how an issue has emotionally triggered student or class reactions to how the issue relates to understanding and working with similar or related issues affecting clients.

Shutting Down the Dialogue:

You immediately stop the intentionally harmful and discriminatory speech or behavior and let it be known that it's unacceptable.

Protecting the Lone Outlier:

You protect a student, whether attacked or attacker, from being "mobbed" by other students.

Time Out:

You stop the contentious dialogue, acknowledge the conflict, and state that it will be revisited later (e.g., at the beginning of the next class in conjunction with a reflection assignment, after the topic was covered in-depth in a subsequent class session), allowing emotional balance to be regained.

Ask to Meet Privately:

You ask to meet privately with student[s] one-on-one (possibly with another professor present) to resolve the conflict outside of class.

Section II: Multicultural Conflict Scenarios

This section of the survey presents six (3) hypothetical classroom scenarios that may be similar to difficult multicultural class situations you could encounter and have to manage or resolve.

Please carefully read each of the multicultural classroom scenarios and respond by selecting three (3) of the interventions that most closely reflect your style of managing and dealing with this type of classroom situation based on your past multicultural or cross-cultural class experience. You may reference the Conflict Management Intervention Definitions at the bottom of each page when making your selections.

Class Situation 1

Imagine this scenario: In one of your multicultural class sessions, your identity (e.g., immigrant status, racial/ethnicity, gender, sexual orientation [if you have revealed it],) has become the focus of a confrontation with a student who directly references your identity by making very disparaging and prejudiced remarks about people with your identity and then angrily tells you "I don't think it is right that you are 'pushing' your social agenda onto our class just because you are _____ (e.g., Black, Gay, a woman, an immigrant)." The class falls silent and students are looking to see what happens next.

How would you respond?

Please select at least three (3) interventions below that when used individually or in combination most closely reflect your style of managing and dealing with this type of classroom situation based on your past cross-cultural or multicultural class teaching experience:

Shutting Down the Dialogue ☐	*Accurate Listening and Reflection* ☐	*Gentle Reminder of Ground Rules* ☐
Protecting the Lone Outlier ☐	*Modeling Humility* ☐	*Cognitive Challenge* ☐
Time Out ☐	*Using Humor* ☐	*Reflective Assignment* ☐
Ask to Meet Privately ☐	*Acknowledging the Difficulty of being in the Course* ☐	*Linking to Broader Issues of Counseling* ☐

Please indicate the level of challenge this conflict would present to you if it were to occur in your Multicultural Class:

Not challenging at all 1□ 2□ 3□ 4 5□ Extremely challenging

Please provide any other information you would like to share about how you might manage or deal with this conflict: □ dialogue box

Conflict Management Intervention Definitions

Shutting Down the Dialogue: You immediately stop the intentionally harmful and discriminatory speech or behavior and let it be known that it's unacceptable.	*Accurate Listening and Reflection:* You accurately reflect as well as summarize of all perspectives of student[s] involved in the conflict or contentious dialogue.	*Gentle Reminder of Ground Rules:* Having laid down ground rules early on in the course (e.g., speak one at a time, own your opinions, focus on the topic and not the person, speak for yourself and not the group), you gently remind student[s] when rules are broken or ignored.
Protecting the Lone Outlier: You protect a student, whether attacked or attacker, from being "mobbed" by other students.	*Modeling Humility:* You introduce anecdotal examples from your own experience to model that "it's OK to be wrong."	*Cognitive Challenge:* You summarize differing student perspective[s] and then offer alternative perspectives, insights, or client experiences for the student(s) to consider.
Time Out: You stop the contentious dialogue, acknowledge the conflict, and state that it will be revisited later, allowing emotional balance to be regained.	*Using Humor:* You utilize your ability to introduce humor into the situation.	*Reflective Assignments:* You assign one of the following types of reflective activities: 1. *One-minute Journal* 2. *Break into Smaller Groups to discuss* 3. *Invite Individual Research*
Ask to Meet Privately: You ask to meet privately with student[s] one-on-one (possibly with another professor present) to resolve the conflict outside of class.	*Acknowledging the Difficulty of being in the Course:* You reiterate how Multicultural Class topics and issues can be emotionally triggering and difficult to confront.	*Linking to Broader Issues of Counseling:* You shift focus from how an issue has emotionally triggered student or class reactions to how the issue relates to understanding and working with similar or related issues affecting clients.

Class Situation 2

Imagine this scenario: A male graduate student from a Theological seminary has been very outspoken during your classes about his religious identity. On one particular occasion during the semester, another student in class states, “I really feel annoyed and angered by people from this community who constantly ask me what my church affiliation is.” The seminary graduate replied back to the student in an authoritative way that it was normal to be asked such questions and that “there is nothing wrong with it because that’s just our local culture.” The student who made the remark then angrily confronts the seminary graduate and says “That doesn’t make it right for anyone to assume I’m Christian or that I go to a church—how dare you imply that I’m wrong about what I feel when people make religious assumptions about me!” You are aware that some conflictual dialogue has begun between these two students regarding their beliefs and values. How would you respond?

Please select at least three (3) interventions below that when used individually or in combination most closely reflect your style of managing and dealing with this type of classroom situation based on your past cross-cultural or multicultural class teaching experience:

Accurate Listening and Reflection □	*Gentle Reminder of Ground Rules* □	*Shutting Down the Dialogue* □
Modeling Humility □	*Cognitive Challenge* □	*Protecting the Lone Outlier* □
Using Humor □	*Reflective Assignment* □	*Time Out* □
Acknowledging the Difficulty of being in the Course □	*Linking to Broader Issues of Counseling* □	*Ask to Meet Privately* □

Please indicate the level of challenge this conflict would present to you if it were to occur in your Multicultural Class:
Not challenging at all 1□ 2□ 3□ 4 5□ Extremely challenging

Please provide any other information you would like to share about how you might manage or deal with this conflict: □ dialogue box

Conflict Management Intervention Definitions

Accurate Listening and Reflection: You accurately reflect as well as summarize of all perspectives of student[s] involved in the conflict or contentious dialogue.	*Gentle Reminder of Ground Rules:* Having laid down ground rules early on in the course (e.g., speak one at a time, own your opinions, focus on the topic and not the person, speak for yourself and not the group), you gently remind student[s] when rules are broken or ignored.	*Shutting Down the Dialogue:* You immediately stop the intentionally harmful and discriminatory speech or behavior and let it be known that it's unacceptable.
Modeling Humility: You introduce anecdotal examples from your own experience to model that "it's OK to be wrong."	*Cognitive Challenge:* You summarize differing student perspective[s] and then offer alternative perspectives, insights, or client experiences for the student(s) to consider.	*Protecting the Lone Outlier:* You protect a student, whether attacked or attacker, from being "mobbed" by other students.
Using Humor: You utilize your ability to introduce humor into the situation.	*Reflective Assignments:* You assign one of the following types of reflective activities: 1. *One-minute Journal* 2. *Break into Smaller Groups to discuss* 3. *Invite Individual Research*	*Time Out:* You stop the contentious dialogue, acknowledge the conflict, and state that it will be revisited later, allowing emotional balance to be regained.
Acknowledging the Difficulty of being in the Course: You reiterate how Multicultural Class topics and issues can be emotionally triggering and difficult to confront.	*Linking to Broader Issues of Counseling:* You shift focus from how an issue has emotionally triggered student or class reactions to how the issue relates to understanding and working with similar or related issues affecting clients.	*Ask to Meet Privately:* You ask to meet privately with student[s] one-on-one (possibly with another professor present) to resolve the conflict outside of class.

Class Situation 3

Imagine this scenario: An African American male student consistently responds to your questions; he doesn't really answer them, but instead, uses them to espouse his beliefs and views. His statements invariably begin or end with "the White Man." He says the "White Man" did this, "the White Man" did that, and "the White Man" is responsible for whatever. None of the other students, regardless of ethnicity, want to respond to him or draw his attention for fear of being accused of being "the White Man" or "the White Man's lackey." How would you respond?

Please select at least three (3) interventions below that when used individually or in combination most closely reflect your style of managing and dealing with this type of classroom situation based on your past cross-cultural or multicultural class teaching experience:

Gentle Reminder of Ground Rules □	*Shutting Down the Dialogue* □	*Accurate Listening and Reflection* □
Cognitive Challenge □	*Protecting the Lone Outlier* □	*Modeling Humility* □
Reflective Assignment □	*Time Out* □	*Using Humor* □
Linking to Broader Issues of Counseling □	*Ask to Meet Privately* □	*Acknowledging the Difficulty of being in the Course* □

Please indicate the level of challenge this conflict would present to you if it were to occur in your Multicultural Class:

Not challenging at all 1□ 2□ 3□ 4 5□ Extremely challenging

Please provide any other information you would like to share about how you might manage or deal with this conflict: □ dialogue box

Conflict Management Intervention Definitions

Gentle Reminder of Ground Rules: Having laid down ground rules early on in the course (e.g., speak one at a time, own your opinions, focus on the topic and not the person, speak for yourself and not the group), you gently remind student[s] when rules are broken or ignored.	*Shutting Down the Dialogue:* You immediately stop the intentionally harmful and discriminatory speech or behavior and let it be known that it's unacceptable.	*Accurate Listening and Reflection:* You accurately reflect as well as summarize of all perspectives of student[s] involved in the conflict or contentious dialogue.

Cognitive Challenge: You summarize differing student perspective[s] and then offer alternative perspectives, insights, or client experiences for the student(s) to consider.	*Protecting the Lone Outlier:* You protect a student, whether attacked or attacker, from being "mobbed" by other students.	*Modeling Humility:* You introduce anecdotal examples from your own experience to model that "it's OK to be wrong."
Reflective Assignments: You assign one of the following types of reflective activities: 1. *One-minute Journal* 2. *Break into Smaller Groups to discuss* 3. *Invite Individual Research*	*Time Out:* You stop the contentious dialogue, acknowledge the conflict, and state that it will be revisited later, allowing emotional balance to be regained.	*Using Humor:* You utilize your ability to introduce humor into the situation.
Linking to Broader Issues of Counseling: You shift focus from how an issue has emotionally triggered student or class reactions to how the issue relates to understanding and working with similar or related issues affecting clients.	*Ask to Meet Privately:* You ask to meet privately with student[s] one-on-one (possibly with another professor present) to resolve the conflict outside of class.	*Acknowledging the Difficulty of being in the Course:* You reiterate how Multicultural Class topics and issues can be emotionally triggering and difficult to confront.

Section III: Demographic Information

This last section of the survey asks certain demographic information about you as well as information about your counselor education program.

1. Please indicate your age.

   Text Box

2. Please indicate your gender.
   1) Female □
   2) Male
   3) Transgendered
   4) Other (please specify) Text Box □

3. Which of the following best identifies your background?
   1) African American /Afro-Caribbean/African Decent □
   2) Asian/Polynesian or Pacific Islander Descent □
   3) Caucasian or European Descent □
   4) Hispanic/Latina/Latino Descent □
   5) Multi-Racial □
   6) Native American/Indian or First Nation Descent □
   7) Other □ Dialogue box

4. Which of the following best identifies your sexual orientation?
   1) Bisexual □
   2) Gay or Lesbian □□
   3) Heterosexual □
   4) Transgender □
   5) Other: □ Dialogue box

5. In which CACREP region of the country is your counselor education program located?
   1) North Atlantic (Connecticut, Massachusetts, New Jersey, New York, Pennsylvania, Maine, New Hampshire, Vermont) □
   2) North Central (Ohio, Indiana, Illinois, Oklahoma, Missouri, Kansas, Nebraska, Iowa, Michigan, North Dakota, Minnesota, South Dakota, Wisconsin) □
   3) Southern (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Texas, Tennessee, Virginia, West Virginia) □

4) Rocky Mountain (Wyoming, Utah, New Mexico, Colorado, Montana, Idaho) □
5) Western (Alaska, Arizona, California, Hawaii, Nevada, Oregon, Washington)
6) Distance counselor education program only
7) Other: □ Dialogue box □

6. Please indicate the CACREP programs available at your institution (mark all that apply):
    1) Career □
    2) Clinical Mental Health Counseling□
    3) College Counseling□
    4) Community Counseling □
    5) Gerontological Counseling □
    6) Marital, Couple, and Family Counseling/Therapy
    7) Marriage, Couple, and Family Counseling
    8) Mental Health Counseling
    9) School Counseling
    10) Student Affairs
    11) Student Affairs and College Counseling
    12) Other: □ Dialogue box □

7. Does your program currently offer a separate stand-alone multicultural or cross-cultural class as part of the curriculum?
    1) Yes
    2) No
    3) Other: Dialogue box

8. On average, what is the number of students typically enrolled in your program's multicultural or cross-cultural classes that you teach or have taught in the past:

    Text Box

9. Please indicate the typical <u>diversity composition</u> of your program's <u>multicultural classes</u> you currently teach or have taught in the past: (survey choices: Less than 5%, 6 -10%, 11 -15%, 16 -20%, Greater than 20%)
    1) Percentage of students who are male: □
    2) Percentage of students of color: □
    3) Percentage of students who self-identify as LBGT: □
    4) Percentage of students 20 years to 29 years: □
    5) Percentage of students 30 years to 39 years: □

6) Percentage of students 40 years to 49: □
7) Percentage of students 50 years to 59: □
8) Percentage of students 60 years or older: □

10. What was the title of your position?
    1) Adjunct Professor□
    2) Assistant Professor□
    3) Associate Professor□
    4) Clinical Professor□
    5) Full Professor□
    6) Retired/Emeritus/Emerita□
    7) Other: □ Dialogue box

11. Please indicate your tenure status.
    1) Non-tenured □
    2) Tenured □
    3) Not on a Tenure-track □

12. Please indicate the overall frequency you have taught multicultural or cross-cultural classes during your professorial career:

    1) Less than one class per academic year □
    2) 1 class per academic year □
    3) 2 classes per academic year □
    4) More than 2 classes per academic year □
    5) I have never taught multicultural classes □

13. Please indicate the frequency you have taught multicultural or cross cultural classes during the past three academic years:

    1) Less than one class per academic year □
    2) 1 class per academic year □
    3) 2 classes per academic year □
    4) More than 2 classes per academic year □
    5) I have not taught multicultural classes during the past three years

14. Are there any other comments you would like to make about this survey or the topic of dealing with conflict in multicultural or cross-cultural classes?

    Text box

Thank you for taking this survey.

APPENDIX F: MULTICULTURAL CLASS CONFLICT INTERVENTION SURVEY (VER. 2)

Thank you for participating in this research study. There are three sections of the survey and should take you approximately 15 minutes to complete. Your progress will be indicated by a bar at the top of your screen. You are asked to complete the survey in one sitting; however, it is possible for you to stop at any point during the survey if you choose and come back to where you left off by clicking the "Save and Continue Later" button at the bottom of each screen.

Section I: Conflict Management Interventions

In this first section of the survey, the following Conflict Management Interventions presented below are among those that can be found in the professional literature recommended for dealing with difficult multicultural classroom dialogue or situations. In the next section (Section II), you will be asked to choose which of these interventions you would typically use for managing and dealing with three difficult hypothetical classroom situations. These conflict management interventions may or may not exactly represent what you might use when dealing with conflict in your multicultural or cross cultural classes. However, you are asked to read the interventions closely so that you can choose three (3) interventions that most accurately fit your style of dealing with each of the classroom situations that will be presented in the next section of the survey.

Accurate Listening and Reflection:

You accurately reflect as well as summarize of all perspectives of student[s] involved in the conflict or contentious dialogue.

Modeling Humility:

You introduce anecdotal experiences from your experience to model that "it's OK to be wrong."

Using Humor:

You utilize your ability to introduce humor into the situation.

Acknowledging the Difficulty of being in the Course:

You reiterate how Multicultural Class topics and issues can be emotionally triggering and difficult to confront.

Gentle Reminder of Ground Rules:

Having laid down ground rules early on in the course (e.g., speak one at a time, own your opinions, focus on the topic and not the person, speak for yourself and not the group), you gently remind student[s] when rules are broken or ignored.

Cognitive Challenge:

You summarize differing student perspective[s] and then offer alternative perspectives, insights, or client experiences for the student(s) to consider.

Reflective Assignments:

You assign one of the following types of reflective activities:

- One-minute Journal: Class was invited to journal for one or two minutes about the conflict so that everyone can voice opinions in the relative safety of writing and then share in small groups or with the entire class.
- Break into Smaller Groups to Discuss: Assigning the conflictual issue as the topic of small group discussion, summarizing in written or oral form to class.
- Invite Individual Research: Invite student[s] who have been emotionally triggered by an issue or topic to engage in related research and then present to class for further discussion.

Linking to Broader Issues of Counseling:

You shift focus from how an issue has emotionally triggered student or class reactions to how the issue relates to understanding and working with similar or related issues affecting clients.

Shutting Down the Dialogue:

You immediately stop the intentionally harmful and discriminatory speech or behavior and let it be known that it's unacceptable.

Protecting the Lone Outlier:

You protect a student, whether attacked or attacker, from being "mobbed" by other students.

Time Out:

You stop the contentious dialogue, acknowledge the conflict, and state that it will be revisited later (e.g., at the beginning of the next class in conjunction with a reflection assignment, after the topic was covered in-depth in a subsequent class session), allowing emotional balance to be regained.

Ask to Meet Privately:

You ask to meet privately with student[s] one-on-one (possibly with another professor present) to resolve the conflict outside of class.

Section II: Multicultural Conflict Scenarios

This section of the survey presents six (3) hypothetical classroom scenarios that may be similar to difficult multicultural class situations you could encounter and have to manage or resolve.

Please carefully read each of the multicultural classroom scenarios and respond by selecting three (3) of the interventions that most closely reflect your style of managing and dealing with this type of classroom situation based on your past multicultural or cross-cultural class experience. You may reference the Conflict Management Intervention Definitions at the bottom of each page when making your selections.

Class Situation 1

Imagine this scenario: A male graduate student from a Theological seminary has been very outspoken during your classes about his religious identity. On one particular occasion during the semester when the class focus was on sexual identity, a young woman in the class revealed that her brother was gay and how difficult it had been for her family to deal with his recent coming out to them. The seminary graduate immediately spoke up telling her, "You really must pray for your brother" and said that he had some "materials" that she should give to her brother. When you interject and begin to bring attention to the assumptions that he was making (e.g., that the woman needed or wanted his materials, how she felt about her brother's sexual orientation, that she was religious), the seminary graduate then authoritatively says to you, "I'm wondering about your assumptions too and hope you know that it's not right for you to be pushing your liberal social agenda on our class!" The class discussion stops and everyone looks at you waiting to see what happens next. How would you respond?

Please select at least three (3) interventions below that when used individually or in combination most closely reflect your style of managing and dealing with this type of

classroom situation based on your past cross-cultural or multicultural class teaching experience:

Shutting Down the Dialogue □	*Accurate Listening and Reflection* □	*Gentle Reminder of Ground Rules* □
Protecting the Lone Outlier □	*Modeling Humility* □	*Cognitive Challenge* □
Time Out □	*Using Humor* □	*Reflective Assignment* □
Ask to Meet Privately □	*Acknowledging the Difficulty of being in the Course* □	*Linking to Broader Issues of Counseling* □

Please indicate the level of challenge this conflict would present to you if it were to occur in your Multicultural Class:

Not challenging at all 1□ 2□ 3□ 4 5□ Extremely challenging

Please provide any other information you would like to share about how you might manage or deal with this conflict: □ dialogue box

Conflict Management Intervention Definitions

Shutting Down the Dialogue: You immediately stop the intentionally harmful and discriminatory speech or behavior and let it be known that it's unacceptable.	*Accurate Listening and Reflection:* You accurately reflect as well as summarize of all perspectives of student[s] involved in the conflict or contentious dialogue.	*Gentle Reminder of Ground Rules:* Having laid down ground rules early on in the course (e.g., speak one at a time, own your opinions, focus on the topic and not the person, speak for yourself and not the group), you gently remind student[s] when rules are broken or ignored.
Protecting the Lone Outlier: You protect a student, whether attacked or attacker, from being "mobbed" by other students.	*Modeling Humility:* You introduce anecdotal examples from your own experience to model that "it's OK to be wrong."	*Cognitive Challenge:* You summarize differing student perspective[s] and then offer alternative perspectives, insights, or client experiences for the student(s) to consider.
Time Out: You stop the contentious dialogue, acknowledge the conflict, and state that it will be revisited later, allowing emotional balance to be regained.	*Using Humor:* You utilize your ability to introduce humor into the situation.	*Reflective Assignments:* You assign one of the following types of reflective activities: 1. *One-minute Journal* 2. *Break into Smaller Groups to discuss* 3. *Invite Individual Research*
Ask to Meet Privately: You ask to meet privately with student[s] one-on-one	*Acknowledging the Difficulty of being in the Course:* You reiterate how Multicultural	*Linking to Broader Issues of Counseling:* You shift focus from how an issue has

(possibly with another professor present) to resolve the conflict outside of class.	Class topics and issues can be emotionally triggering and difficult to confront.	emotionally triggered student or class reactions to how the issue relates to understanding and working with similar or related issues affecting clients.

Class Situation 2

Imagine this scenario: During your multicultural or cross-cultural class, a Latina student says, I don't like this about myself, but when I see a White man driving a Lexus, I say to myself, "There goes a CEO, a lawyer, a successful person." But when I see a Black man in a Lexus, I say, "There goes a drug dealer." I learned all this from the media. An African American young woman replies to the Latina student saying, "I say 'Go Man,' and I say to you [the Latina student]—you are full of racist venom and you should know better." The class becomes silent. How would you respond?

Please select at least three (3) interventions below that when used individually or in combination most closely reflect your style of managing and dealing with this type of classroom situation based on your past cross-cultural or multicultural class teaching experience:

Accurate Listening and Reflection □	*Gentle Reminder of Ground Rules* □	*Shutting Down the Dialogue* □
Modeling Humility □	*Cognitive Challenge* □	*Protecting the Lone Outlier* □
Using Humor □	*Reflective Assignment* □	*Time Out* □
Acknowledging the Difficulty of being in the Course □	*Linking to Broader Issues of Counseling* □	*Ask to Meet Privately* □

Please indicate the level of challenge this conflict would present to you if it were to occur in your Multicultural Class:

Not challenging at all 1□ 2□ 3□ 4 5□ Extremely challenging

Please provide any other information you would like to share about how you might manage or deal with this conflict: □ dialogue box

Conflict Management Intervention Definitions

Accurate Listening and Reflection: You accurately reflect as well as summarize of all perspectives of student[s] involved in the conflict or contentious dialogue.	*Gentle Reminder of Ground Rules:* Having laid down ground rules early on in the course (e.g., speak one at a time, own your opinions, focus on the topic and not the person, speak for yourself and not the group), you gently remind student[s]	*Shutting Down the Dialogue:* You immediately stop the intentionally harmful and discriminatory speech or behavior and let it be known that it's unacceptable.

	when rules are broken or ignored.	
Modeling Humility: You introduce anecdotal examples from your own experience to model that "it's OK to be wrong."	*Cognitive Challenge:* You summarize differing student perspective[s] and then offer alternative perspectives, insights, or client experiences for the student(s) to consider.	*Protecting the Lone Outlier:* You protect a student, whether attacked or attacker, from being "mobbed" by other students.
Using Humor: You utilize your ability to introduce humor into the situation.	*Reflective Assignments:* You assign one of the following types of reflective activities: 1. *One-minute Journal* 2. *Break into Smaller Groups to discuss* 3. *Invite Individual Research*	*Time Out:* You stop the contentious dialogue, acknowledge the conflict, and state that it will be revisited later, allowing emotional balance to be regained.
Acknowledging the Difficulty of being in the Course: You reiterate how Multicultural Class topics and issues can be emotionally triggering and difficult to confront.	*Linking to Broader Issues of Counseling:* You shift focus from how an issue has emotionally triggered student or class reactions to how the issue relates to understanding and working with similar or related issues affecting clients.	*Ask to Meet Privately:* You ask to meet privately with student[s] one-on-one (possibly with another professor present) to resolve the conflict outside of class.

Class Situation 3

Imagine this scenario: During your multicultural or cross-cultural class, you are giving an example of working in a clinical setting with a new immigrant family and relating the importance of finding out whom in the family is considered the head of the household [making the point to the class of respecting cultural and worldview differences in family dynamics]. A White female student in the class then says, "But on the other hand, I wouldn't want to offend certain clients by asking a question about the head of the household —perhaps a Latino or Asian family, where everything goes through the father. . ." Another woman in the class then interrupts the first student and says emphatically, "Yeah, but those people are here in this country now. You know, I'm sorry; I'm a child of immigrants and I've got a different perspective: my parents got on a boat, and they came here, and you know what?—they just had to lump it in order to fit in." The other student looks bewildered and can't seem to find any words to respond. The class is silent and waiting to see what happens next. How would you respond?

Please select at least three (3) interventions below that when used individually or in combination most closely reflect your style of managing and dealing with this type of classroom situation based on your past cross-cultural or multicultural class teaching experience:

Gentle Reminder of Ground Rules □	*Shutting Down the Dialogue* □	*Accurate Listening and Reflection* □
Cognitive Challenge □	*Protecting the Lone Outlier* □	*Modeling Humility* □
Reflective Assignment □	*Time Out* □	*Using Humor* □
Linking to Broader Issues of Counseling □	*Ask to Meet Privately* □	*Acknowledging the Difficulty of being in the Course* □

Please indicate the level of challenge this conflict would present to you if it were to occur in your Multicultural Class:

Not challenging at all 1□ 2□ 3□ 4 5□ Extremely challenging

Please provide any other information you would like to share about how you might manage or deal with this conflict: ☐ dialogue box

Conflict Management Intervention Definitions

Gentle Reminder of Ground Rules: Having laid down ground rules early on in the course (e.g., speak one at a time, own your opinions, focus on the topic and not the person, speak for yourself and not the group), you gently remind student[s] when rules are broken or ignored.	*Shutting Down the Dialogue:* You immediately stop the intentionally harmful and discriminatory speech or behavior and let it be known that it's unacceptable.	*Accurate Listening and Reflection:* You accurately reflect as well as summarize of all perspectives of student[s] involved in the conflict or contentious dialogue.
Cognitive Challenge: You summarize differing student perspective[s] and then offer alternative perspectives, insights, or client experiences for the student(s) to consider.	*Protecting the Lone Outlier:* You protect a student, whether attacked or attacker, from being "mobbed" by other students.	*Modeling Humility:* You introduce anecdotal examples from your own experience to model that "it's OK to be wrong."
Reflective Assignments: You assign one of the following types of reflective activities: 1. *One-minute Journal* 2. *Break into Smaller Groups to discuss* 3. *Invite Individual Research*	*Time Out:* You stop the contentious dialogue, acknowledge the conflict, and state that it will be revisited later, allowing emotional balance to be regained.	*Using Humor:* You utilize your ability to introduce humor into the situation.
Linking to Broader Issues of Counseling: You shift focus from how an issue has emotionally triggered student or class reactions to how the issue relates to understanding and working with similar or related issues affecting clients.	*Ask to Meet Privately:* You ask to meet privately with student[s] one-on-one (possibly with another professor present) to resolve the conflict outside of class.	*Acknowledging the Difficulty of being in the Course:* You reiterate how Multicultural Class topics and issues can be emotionally triggering and difficult to confront.

Section III: Demographic Information

This last section of the survey asks certain demographic information about you as well as information about your counselor education program.

1. Please indicate your age.

   Text Box

2. Please indicate your gender.
   1) Female □
   2) Male
   3) Transgendered
   4) Other (please specify) Text Box □

3. Which of the following best identifies your background?
   1) African American /Afro-Caribbean/African Decent □
   2) Asian/Polynesian or Pacific Islander Descent □
   3) Caucasian or European Descent □
   4) Hispanic/Latina/Latino Descent □
   5) Multi-Racial □
   6) Native American/Indian or First Nation Descent □
   7) Other □ Dialogue box

4. Which of the following best identifies your sexual orientation?
   1) Bisexual □
   2) Gay or Lesbian □□
   3) Heterosexual □
   4) Transgender □
   5) Other: □ Dialogue box

5. In which CACREP region of the country is your counselor education program located?
   1) North Atlantic (Connecticut, Massachusetts, New Jersey, New York, Pennsylvania, Maine, New Hampshire, Vermont) □
   2) North Central (Ohio, Indiana, Illinois, Oklahoma, Missouri, Kansas, Nebraska, Iowa, Michigan, North Dakota, Minnesota, South Dakota, Wisconsin) □
   3) Southern (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Texas, Tennessee, Virginia, West Virginia) □

4) Rocky Mountain (Wyoming, Utah, New Mexico, Colorado, Montana, Idaho) □
5) Western (Alaska, Arizona, California, Hawaii, Nevada, Oregon, Washington)
6) Distance counselor education program only
7) Other: □ Dialogue box □

6. Please indicate the CACREP programs available at your institution (mark all that apply):
    1) Career □
    2) Clinical Mental Health Counseling□
    3) College Counseling□
    4) Community Counseling □
    5) Gerontological Counseling □
    6) Marital, Couple, and Family Counseling/Therapy
    7) Marriage, Couple, and Family Counseling
    8) Mental Health Counseling
    9) School Counseling
    10) Student Affairs
    11) Student Affairs and College Counseling
    12) Other: □ Dialogue box □

7. Does your program currently offer a separate stand-alone multicultural or cross-cultural class as part of the curriculum?
    1) Yes
    2) No
    3) Other: Dialogue box

8. On average, what is the number of students typically enrolled in your program's multicultural or cross-cultural classes that you teach or have taught in the past:

    Text Box

9. Please indicate the typical <u>diversity composition</u> of your program's <u>multicultural classes</u> you currently teach or have taught in the past: (survey choices: Less than 5%, 6 -10%, 11 -15%, 16 -20%, Greater than 20%)
    1) Percentage of students who are male: □
    2) Percentage of students of color: □
    3) Percentage of students who self-identify as LBGT: □
    4) Percentage of students 20 years to 29 years: □
    5) Percentage of students 30 years to 39 years: □

6) Percentage of students 40 years to 49: □
7) Percentage of students 50 years to 59: □
8) Percentage of students 60 years or older: □

10. What was the title of your position?
    1) Adjunct Professor□
    2) Assistant Professor□
    3) Associate Professor□
    4) Clinical Professor□
    5) Full Professor□
    6) Retired/Emeritus/Emerita□
    7) Other: □ Dialogue box

11. Please indicate your tenure status.
    1) Non-tenured □
    2) Tenured □
    3) Not on a Tenure-track □

12. Please indicate the overall frequency you have taught <u>multicultural or cross-cultural classes</u> during your professorial career:

    1) Less than one class per academic year □
    2) 1 class per academic year □
    3) 2 classes per academic year □
    4) More than 2 classes per academic year □
    5) I have never taught multicultural classes □

13. Please indicate the frequency you have taught <u>multicultural or cross cultural classes</u> during the <u>past three academic years</u>:

    1) Less than one class per academic year □
    2) 1 class per academic year □
    3) 2 classes per academic year □
    4) More than 2 classes per academic year □
    5) I have not taught multicultural classes during the past three years

14. Are there any other comments you would like to make about this survey or the topic of dealing with conflict in multicultural or cross-cultural classes?

    Text box

Thank you for taking this survey.