

2005

The effectiveness of infusing multicultural knowledge and awareness into a Master's-level internship: A deliberate psychological education approach

Edward P. Cannon
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**THE EFFECTIVENESS OF INFUSING
MULTICULTURAL KNOWLEDGE AND AWARENESS
INTO A MASTER'S LEVEL INTERNSHIP:
A DELIBERATE PSYCHOLOGICAL EDUCATION APPROACH**

A Dissertation

Presented to

**The Faculty of the School of Education
The College of William and Mary in Virginia**

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

By

Edward P. Cannon

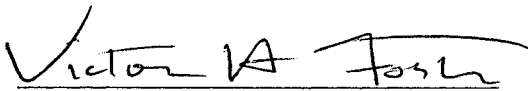
June 2005

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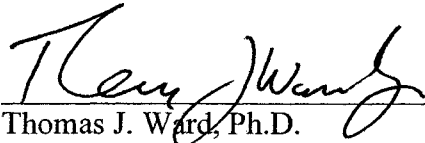
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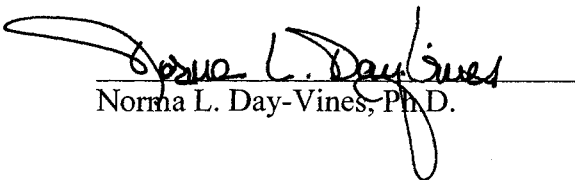
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**THE EFFECTIVENESS OF INFUSING MULTICULTURAL KNOWLEDGE AND
AWARENESS INTO A MASTER'S LEVEL INTERNSHIP:
A DELIBERATE PSYCHOLOGICAL EDUCATION APPROACH**

Abstract

The purpose of this study was to integrate a cognitive-developmental approach with a community counseling internship to promote the moral and ego development of graduate counseling students, and to examine the relationship between these constructs and racial identity and self-perceived multicultural competence. This study examined whether utilizing a multiculturally infused deliberate psychological education intervention would be effective in promoting counseling interns' psychological growth and whether differences in moral reasoning and ego development are related to racial identity attitudes. More cognitively complex interns may be better able to apply the multicultural knowledge and awareness needed when working with clients from different cultures.

The results suggest that the counselor interns experienced growth in the domains of ego development and percentage of principled reasoning used in moral judgment, as well as self-perceived multicultural knowledge and awareness. This study will add to the ongoing examination of how counselor education programs infuse issues of diversity, power, race, and privilege into the CACREP-guided curriculum. Although this study did not produce evidence that a DPE intervention was more effective than a standard internship at producing psychological growth on all of the dependent measures, it did produce some encouraging trends that may be useful to future researchers.

The Effectiveness of Infusing Multicultural Knowledge and
Awareness into a Master's Level Internship:
A Deliberate Psychological Education Approach

Chapter One

Introduction

The topic under investigation in this study pertains to the relationship between levels of moral and ego development of master's level students in a community counseling internship and their levels of White racial identity and self-perceived multicultural competence. This chapter provides an overview of the pertinent issues related to this topic, including the country's increasing racial and cultural diversity, the call for master's programs in counseling to train students who are culturally competent, the gap in training programs' actual practices related to multicultural competence, and the need for a philosophical shift to cultural empathy as part of the counseling process. Additionally, the cognitive developmental paradigm will be introduced as a framework for conceptualizing the domains of moral and ego development, and for conceptualizing how these domains relate to White racial identity and multicultural counseling competence.

Statement of the Problem

In the United States, the majority of master's level counseling students continue to be White European American (Arredondo, 1998). Research findings suggest that members of this majority group are both less knowledgeable about multicultural issues and less multiculturally aware than minority group members (Yeh & Aurora, 2003). The emergence of multiculturalism as the fourth force mandates counselor education programs to move beyond a monocultural view to a multicultural one. A single class in multicultural issues, taught by one professor, is simply not adequate (Hill, 2003). Since the internship plays such a critical role in assisting students to integrate awareness and

knowledge into practice, it is the ideal environment to infuse counselor development with a thoughtful and intentional focus on multiculturalism.

The racial and cultural diversity of the United States continues to increase, as this pluralistic society attracts individuals from various countries seeking a better life for themselves and their children. Additionally, as a secular nation founded on democratic principles, social changes continue to press the issues of justice and fairness that were so eloquently written about by this nation's founders. By 2050, racial and ethnic minorities will comprise approximately half of the U.S. population; gay men and lesbians, people with disabilities and religious minorities are becoming more visible. Counselors from the majority culture will inevitably face ethical dilemmas as they attempt to work with clients holding worldviews different from their own (Arredondo, 1998).

Justification for the Study

Arredondo and Arciniega (2001) argue that counseling programs need to reframe themselves into learning organizations that respond to environmental changes by challenging and changing existing norms. A learning organization is characterized as one that develops the ability to question, challenge and change operating norms and assumptions. Given the fact that the U.S. population is becoming more diverse culturally, ethnically and racially, counselor education programs are ethically bound to prepare their students for the populations they will serve. The American Counseling Association's (1995) Code of Ethics, section A.2.b. states,

Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning

how the counselor's own cultural/racial/ethnic identity impacts her/his values and beliefs about the counseling process. (p.2)

The internship year provides counselor educators with the opportunity to assist future counseling professionals in a pivotal stage of development. A fresh perspective is needed that incorporates the recognition of an increasingly diverse society with the need for counselor education programs to prepare interns for the challenges they will face. This chapter will present a rationale for conceptualizing the cognitive developmental growth of students in a community counseling internship. The internship will incorporate the elements of a Deliberate Psychological Education model (DPE, Sprinthall, 1994) that has been infused with an intentional focus on multicultural competence. The DPE is designed to allow interns to experience an environment that, while challenging, allows for adequate support and reflection as they navigate new roles.

Multicultural Competence

The multicultural counseling competency model was originally presented in a 1982 American Psychological Association (APA) position paper by Sue, Bernier, Durrant, Feinberg, Pederson, Smith and Vasquez-Nuttall. Originally, the writers proposed eleven competencies but, in 1992, this list was expanded to 31 competencies comprising three categories: counselor awareness of their own assumptions, values and biases; understanding the worldview of culturally diverse clients; and developing appropriate interventions for use with clients. A growing number of professional counselors and psychologists believe that the multicultural counseling competencies provide guidelines for best practices (Vinson & Neimeyer, 2000).

Constantine and Ladany (2000) suggested the need for a broader conceptualization of the construct of multicultural competence. In order for training programs to achieve their objective of creating culturally competent counselors, a usable framework for conceptualizing this goal should be developed. The authors proposed that multicultural counseling competence consists of six dimensions or competencies: (a) self-awareness, (b) general multicultural knowledge, (c) multicultural counseling self-efficacy, (d) ability to understand unique client variables, (e) effective counseling alliance, and (f) multicultural counseling skills. According to the authors, the level of a counselor's overall multicultural counseling competence can be determined by identifying what level has been achieved by the counselor in each dimension. In their description of the philosophy underlying multicultural competence, Arredondo and Arciniega (2001) stated,

All counseling is multicultural in nature; sociopolitical and historical forces influence the culture of counseling beliefs, values and practices and the worldview of clients and counselors; and ethnicity, culture, race, language and other dimensions of diversity need to be factored into counselor preparation and practice. (p.266)

Multicultural competence should focus not solely on race issues but on multiple social identities that intersect with individuals, organizations and society. These other identities include, but are not limited to gender, ethnicity, religious affiliation, sexual orientation, ability status and socioeconomic status (Arredondo & Arciniega, 2001).

Most multicultural courses in counseling are taught from a traditional perspective of focusing on specific minority groups. They do not provide a holistic framework that is

united throughout the curriculum with an intentional focus on difference, power and oppression. Vasquez & Garcia-Vasquez (2003) interviewed hundreds of counseling students throughout the United States, and they found that students consistently stated that “the traditional approach has taught them how to: stereotype minorities as well as majority culture students; keep the issues of diversity at a superficial, intellectual level; and not have to deal with or explore their own issues of power and discrimination” (p. 551). Clearly, traditional instruction methods are not adequately helping students resolve issues of unearned privilege, nor are they effectively engaging students at both an intellectual and affective level.

McAuliffe (2002) explored how counseling students in one program changed as a result of their professional preparation experience. Researchers interviewed 15 counseling students via one-to-one interviews and a focus group. Students were asked how they had changed and what had influenced those changes in their educational experience. Three broad change themes were named: increased reflexivity, increased autonomy, and capacity for dialogue. The authors also identified four program influences: providing students with experiences in social construction of knowledge, experiential learning, opportunities for independent thinking, and a supportive environment. Clearly, the climate provided by counselor education programs can influence counselor development in a positive manner.

Promoting multicultural knowledge and awareness are goals that can be achieved if counselor educators place an emphasis on growth and the possibility of change, rather than on the rhetoric of blame and projection (Howard, 1999). The Council for Accreditation of Counseling and Related Educational Programs [CACREP] lists

multicultural competence as a core of counselor preparation, but does not mandate specific teaching modalities, nor specific lesson content (CACREP, 2001). Knowledge of diverse cultures, including information about beliefs, customs and history, is central to counselor preparation. Self-awareness, including exploring one's own culture, values, beliefs and biases is also critical to counselor training (Ponterotto, 1997).

Cognitive developmental theory may hold promise as a framework for both clinical preparation and multicultural competence, while promoting development in counselor interns. A body of research indicates that effective counselor behaviors are associated with higher levels of cognitive development in several domains (Brendel, Kolbert & Foster, 2002). Promotion of cognitive development is called for by researchers and counselor educators because research indicates that successful counselor behaviors and functioning is associated with higher levels of cognitive development (Brendel et al., 2002; Lovell, 1999; Sprinthall, 1994). The evolution of effective interventions for nurturing counselor growth and development during preparation is detailed in the research literature on developmental supervision and counselor development (Chase, 1998; Morgan, 1998). Despite this, there is a paucity of research that specifically addresses the need for higher levels of cognitive development in interns who must navigate the complexity of a diverse society while exhibiting multicultural competence in practice.

As counseling interns begin to work with clients, they encounter complex, living organisms that may differ significantly from the case studies and theories they have explored in their preparatory coursework. These clients present a significant challenge for interns, who must find ways to reconcile theory with reality. The struggle to make

meaning of these new experiences is a cornerstone of the internship year. Jane Loevinger (1976) proposed a comprehensive theory of personality and ego development that incorporates elements of cognitive, self, interpersonal, character and moral development. Loevinger (1998) wrote that “the search for coherent meaning in experience is the essence of the ego, rather than just one among many important functions” (p.8). Impulse control, interpersonal style and cognitive functioning all interrelate and influence how the intern negotiates his or her new role as helper.

Developmental Approaches to Supervision

Developmental approaches to supervision focus on how supervisees change as they gain training and supervised experience (Bernard & Goodyear, 1998). Most of these approaches, however, do not highlight individual cultural differences as a domain of clinical training and practice. The model of counselor development proposed by Stoltenberg & Delworth (1987) uses cognitive developmental theory to trace changes in trainee empathy toward clients of diverse origins. In this model, the trainee is described as progressing from stereotypic thinking and a limited awareness of personal prejudices to increased awareness, and a view of the client as an individual and person-in-context. One major limitation is that the authors do not provide specific strategies for increasing trainees’ multicultural competence.

Preparing master’s level counseling students for practice is a complex and important task. The internship year is especially significant, and is arguably the experience that lays the foundation for the rest of the student’s counseling career. Counselor education programs expose the student to a variety of counseling theories and the student must be able to find the theory that suits him or her. However, traditional

theories have been criticized for their “perpetuation of culture-bound value systems that contradict the value systems of many clients” (Hill, 2003, p. 45). Counseling students must recognize the inherent biases that exist in traditional theories while struggling to incorporate them into a working framework that will become their theoretical orientation. This task is fraught with anxiety and challenges students to think in new ways.

The internship year provides counselor educators with the opportunity to assist future counseling professionals in a pivotal stage of development. Blocher (1983) proposed a cognitive developmental framework to assist the intern as he or she navigates early clinical practice. According to Sprinthall (1994), “at the graduate level there is an urgent need for programs to focus on a developmental model” (p.97). Barber (1963, cited in Rest & Narvaez, 1994) describes a professional as one who is in a line of work having a high degree of generalized, systematic knowledge, is oriented to community interest rather than self-interest, and who has a high degree of self-control and self-monitoring of his or her behavior with that behavior being regulated by a professional code of ethics. Rest and Narvaez (1994) use the term professional to refer to those with special expertise in the work setting “in which there is some discretion for action involving moral judgment” (p. xi). Professional counselors must exhibit impulse control, self-discipline, ego strength and the ability to regulate their emotions and behavior. Thus, the moral and ego development of future counseling professionals must be important components of the internship year.

Conceptual Framework

Cognitive Developmental Theory

Cognitive developmental theory provides a framework for conceptualizing how master's level community counseling interns make sense of their experience by utilizing varying levels of problem solving, thinking and moral reasoning. As part of the intricate process called "counseling" the intern must assume multiple perspectives in order to empathize with individuals having different worldviews. Developing cultural competency in student interns is a desirable outcome that merits more attention (Edgar, Patton & Day-Vines, 2002). Promoting interns' cognitive development may assist in achieving this goal. The relationship between cognitive developmental stage and the complex behaviors required of individuals in the helping professions has been well documented in the literature (Sprinthall & Thies-Sprinthall, 1983; Brendel et al., 2002; Crutchfield & Borders, 1997).

Cognitive developmental theory is concerned with the psychological and cognitive processes that occur with the changes in mental structure that evolve over the life span (Sprinthall, 1994). The human cognitive structure and the various ways in which its growth and mental structures can be enhanced have been documented by such theorists as Dewey, Piaget, Kohlberg and Loevinger. Dewey (1963) believed that the goal of education should be development. He was the first to propose that children were fundamentally different from adults, in that they moved through qualitatively different stages of development. Children, he argued, were not simply miniature adults. As they interact with their environment, children actively coordinate and integrate responses through the process we call learning.

Piaget (1952, in Wadsworth, 1989) laid the foundation for later theorists by describing how he believed developmental growth occurs. He argued that people have organized patterns of mental operations called schemas. When confronted with an environmental stimulus that does not fit an individual's existing schema, the individual's desire to return to equilibrium (e.g. stay the same) prompts a response. The individual either fits the new experience into existing schema by the process known as assimilation, or he or she modifies the existing schema or creates new schema by the process known as accommodation. Assimilation and accommodation occur simultaneously, and it is during periods of accommodation that cognitive growth can occur (Kaiser, 2001).

Cognitive developmental theory is based on a unifying set of assumptions and separate stage theories across different functional domains. Rest (1994) asserts that higher stages are "better conceptual tools for making sense out of the world and deriving guides for decision making" (p.16). McAdams (1988) consolidated the central assumptions of Cognitive developmental theory into a list of eleven key points:

1. Human motivation toward competence and mastery is intrinsic. Human beings actively seek to attach meaning to their experiences, and are not passive recipients of them.
2. Cognitive development occurs in stages where each stage represents an individual's currently preferred style of comprehending the environment.
3. Stages of cognitive growth are sequential and follow a hierarchical, invariant sequence.
4. Individuals rarely skip a stage or return to an earlier stage.

5. Each succeeding stage represents a qualitative transformation in patterns of thinking and subsumes earlier stages.
6. Stages never exist in pure form; elements of preceding and future stages can be found within an individual's level of development, however, individuals function at the modal or most frequently used level of stage development.
7. Growth depends upon an interaction between the person and the environment.
8. There is a relationship between developmental stage and behavior.
9. Cognitive development involves physiological as well as psychological transformations. By increasing or limiting the type and number of new experiences that a person is able to encounter, the rate and extent of physiological development is related directly to the rate and extent of the psychological development process.
10. Stage growth is domain specific. Domains refer to major aspects of being human (e.g. thinking, feeling, values, relating, understanding, etc.).
Development along one domain does not necessarily infer development "across the board," thus, level of development cannot be generalized from one domain to another.
11. Cognitive development is universal across cultures. Stage development among individuals appears to be upwardly invariant and in sequence and without significant regressions regardless of cultural settings. In addition, there appear to be no gender differences in cognitive development.

The potential of cognitive developmental theory as a basis for training in clinical and educational settings has been documented in the literature (Rest & Narvaez 1999).

Individuals functioning at higher levels of cognitive development “increase the availability of multiple alternatives in evaluation and behavior, responding more relativistically and less dichotomously” (Holloway & Wompold, 1986, p. 310) Because higher levels of cognitive complexity are associated with more adaptive behaviors (Sprinthall & Thies-Sprinthall, 1983; Brendel et al., 2002), a main goal of the counseling internship should be to promote moral and ego development among counseling interns.

Moral Development

Kohlberg’s (1973, in Rest & Narvaez, 1994) theory of moral development describes how human beings conceptualize the issues of justice and fairness, and how the process of moral decision making influences moral behavior. By demonstrating that people move through a series of qualitatively different, sequential stages, Kohlberg illustrated what he believed to be a universal model of moral judgment development.

At the pre-conventional level, people follow rules in obedience to authority figures to avoid punishment. This egocentric point of view does not consider the interests of others nor that they differ from one’s own. Actions are considered physically rather than in the psychological interests of others. At stage two, individuals follow rules only when it is in their immediate interest to do so. These individuals hold a concrete individualistic perspective, being aware that everybody has interests to pursue and that these can conflict with their interests (Kaiser, 2001).

At the conventional level, the perspective of the individual exists in relationship with other individuals. At stage three, individuals are aware of shared feelings, agreements and expectations which take precedence over individual interests. Living up to what is expected by people important to them, and a belief in the Golden rule, are

hallmarks of stage three. At stage four, the individual differentiates the societal point of view from interpersonal agreement or motives. Individual relations are considered within the context of the greater system. Fulfillment of duties, contributing to the greater good of society, group or institution marks individuals at stage four. The conventional level is believed to be the modal level for adults.

The post-conventional level is the highest level, and Kohlberg believed that most adults do not reach this level. At stage five, the individual is aware that people hold a variety of values and opinions and that most of their values and rules are relative to the group. Interest in the well being of others is an important marker of this stage. Kohlberg also proposed, and then eliminated stage 6, the highest stage, following criticism by Gilligan (1982) and others.

When an individual is challenged to think about moral dilemmas and discuss them with others who express a higher stage of thinking, progression through the levels and stages of moral reasoning can occur (Kohlberg, 1984). Being challenged to support one's viewpoint in such a situation can cause discomfort, as the individual grapples with new ways of making sense of the world. The dilemma discussion approach to promoting moral development in formal education serves as one of many of the legacies of Kohlberg.

In ways similar to Piaget's examination of cognitive development, Kohlberg studied moral development by looking for age differences in problem-solving strategies (Rest, 1994). Kohlberg first tested his theory by presenting moral dilemmas to 98 adolescent boys, probing the justifications of their decisions, and categorizing the responses according to his stage model. By conducting longitudinal research with his

subjects, and by applying a “bootstrapping” approach to the study of moral development, Kohlberg (1994) revised and refined his description of the stages over time.

Kohlberg’s theory of moral reasoning has been criticized on a theoretical basis, as well as an empirical basis (Rest, Narvaez, Bebeau, & Thoma, 1999). Critics charge that the emphasis on justice shows a lack of compassion, concern and helpfulness; further, that Kohlberg’s emphasis on principles shows a kind of rigidity, abstraction and impersonality. In terms of individual rights, critics charge that the emphasis on individualism shows a kind of callous and legalistic interpretation of moral adequacy. Kohlberg has also been criticized for reflecting a liberal brand of justice inherent in Western civilization that amounts to cultural bias (Rest & Narvaez, 1994). Empirical criticisms include the fact that initial research was only done on males, the charge that Kohlberg is measuring moral reasoning and not moral behavior, and the meaning of “better” if higher stages are better than lower stages (Rest et al., 1999).

A current group of researchers continues Kohlberg’s work, and while upholding most of his tenets, they assert that changes must be made. James Rest (1984) built upon Kohlberg’s work, and proposed a more comprehensive four component model of morality. In their book, *Postconventional Moral Thinking: A Neo-Kohlbergian Approach*, Rest et al. (1999) described their four component model of domains that addresses moral behavior. These four components include (a) moral sensitivity, or how one’s actions affect others, (b) moral judgment, which concerns actions related to moral choices (c) moral motivation or the competition of moral values with other values and (d) moral character, which is the ability to be strong and act morally in the face of adversity.

Rest et al. (1999) proposed developmental schemas instead of stages with distinct justice operations: the “maintaining norms schema” (p. 36) versus Kohlberg’s law and order stage; the “postconventional schema” (p. 40) versus Kohlberg’s stage five. The authors adopt a “looser, more tepid notion of postconventionality” (p.43) in order to define a developmental sequence in psychological terms, and to continue the foundation of Kohlberg’s work in a new century (Rest et al.). Rest (1984) believed that Kohlberg’s developmental theory of moral reasoning addresses two of the four components (moral judgment and moral motivation), but that moral functioning should be thought of as involving four inner processes that must perform adequately to produce moral behavior and must involve “cognitive-affective interaction” (p.27). He noted that “reasoning about justice is no more the whole of morality than is empathy” (Rest, p. 32). During internship, students are required to access all four components described by Rest, as they interact with diverse clients.

Ego Development

The concept of ego is one that is ambiguous and elusive, and Loevinger (1996) herself describes it as an abstraction. According to Adler, ego is equated with self and the unity of personality, individuality, the method of facing problems, opinion about oneself and the problems of life and the whole attitude towards life (Hy & Loevinger, 1996). Loevinger’s notion of the ego represents “one unified structure composed of interwoven, inseparable threads, one of which corresponds to moral development” (Lee & Snarey, 1988, p. 154). She contends that while ego development includes some of the same concepts found in moral development such as socialization, character structure and impulse control, the whole of the ego is structurally unitary and inseparable for analysis

by individual domain or function (Lambert, 1972 in Lee & Snarey, 1988). Loevinger believes that “ego” is a process, not just an entity, and its development is “broad and amorphous” rather than being simply a sequential progression of structural wholes (Lee & Snarey, 1988). Hause, Powers & Noam (1991) define ego development as the evolution of meanings that the individual imposes on inner experience and on perceptions of people and events; it is a sequence of increasing maturity among several domains, including personal relationships, impulse control, moral development and cognitive style. Loevinger’s (1998) stages of ego development follow (see Table 1).

Table 1

Loevinger’s Stages of Ego Development

Level	Code	Characteristics/Conscious preoccupations
Impulsive	E2	Egocentric, dependent/Bodily feelings
Self-Protective	E3	Manipulative, wary/ “Trouble,” control
Conformist	E4	Cooperative. Loyal/Appearances, behavior
Self-Aware	E5	Helpful, Self-aware/Feelings, problems, adjustment
Conscientious	E6	Intense, responsible/Motives, traits, achievements
Individualistic	E7	Tolerant, mutual/ Individuality, development, roles
Autonomous	E8	Interdependent/Self-fulfillment, psychological causation
Integrated	E9	Cherishing individuality/Identity

Loevinger’s concept of ego development can be distinguished from Kohlberg’s concepts related to moral development by examining several facets of each theory.

Primarily, the two theories differ in their claims about the nature of the constructs “ego

development” and “moral development,” the relationship between the constructs and the development of the constructs across stages. Kohlberg’s theory of moral development concerns itself with levels and stages, or the structures of cognition related to schemas for formulating and addressing moral dilemmas. In contrast, Loevinger’s theory is concerned with both content and structure of psychological functioning. Kohlberg’s infrastructure is based on a philosophical rationale and claims that higher stages are better than lower stages, while Loevinger has written that she does not seek a philosophical foundation for her work (Lee & Snarey, 1988).

Ego development is better understood through an examination of the concepts of differentiation, integration and adaptation throughout the life span. One important facet of ego development is the idea of differentiation, or how one defines oneself apart from others, objects and the environment. Loevinger writes that constructing the world of objects and constructing the self are correlative. As an infant, one’s task is to construct the world of objects, and to distinguish the self from objects and feeling states (Hy & Loevinger, 1996). From one stage to the next, over the life span, differentiation increases relative to an individual’s ego development. At higher stages, relationships with others deepen, as an individual takes on new roles. At the same time, more mature levels of ego development allow an individual to be better able to differentiate self from others, norms and ideals, allowing a “richer and more inward sense of self” to emerge (Labouvie-Vief, 1993).

The notion of integration is related to differentiation in that at higher levels of ego development the individual has a better map of the entire self (inner and outer) in relation to others. A more highly differentiated mental structure is also more coherently integrated

across all aspects of the self. As an individual is better able to differentiate self from other as an independent entity, rather than an extension of the self, his or her ability to reflect on self and the world increases (Hy & Loevinger, 1996). Such a person is more autonomous, and is better able to exercise free will and make independent judgments, as evidenced by a shift over the life span from an external to an internal locus of control. This concept is related to higher stages found in Erikson's chronicle of psychosocial development, which Loevinger references as the only psychoanalytic model compatible with her own (Lee & Snarey, 1988). Integration of the personality during middle adulthood is a central feature of Erikson's stages, as the individual's focus shifts from personal development to the development and care of the next generation, as well as to the larger notion of self-actualization as posited by Maslow (1968).

Ego development can be described as an adaptive process related to cognitive complexity that helps us understand how people construct their lives. Labouvie-Vief (1993) argues that views of personality as stable (determinism) versus fluid are complimentary rather than conflictual. In other words, the two views can help explain each other. In terms of adaptation, this means that since the environment for adults is generally more stable than that of adolescents, adults' ego development doesn't progress as dramatically as adolescents' ego development. Nevertheless, individuals do learn to adapt throughout the life span according to their level of ego functioning. During the earliest stages of development, one's adaptation first centers on an attachment to others, and then progresses to the control of impulses and an appreciation of rules. These conditions help the child get needs met. Once a child experiences group pressure to look beyond his or her hedonistic tendencies, the child enters the conformist stage. During this

stage individuals adapt to group-centered standards, which are usually in congruence with what is conventional and socially acceptable. As the individual continues to conform to group standards, there may be instances where the individual is engaged with different groups with different standards. Disequilibrium is the hallmark of this experience, as the individual struggles to adapt adequately to competing loyalties.

The transition into the self-aware stage is marked by an expanding ability to conceptualize the inner self, as well as an increasing distinction between the self and the group. Adaptation here refers to being able to choose behaviors and manage inner conflict in response to a complex environment. The self-aware stage individual adapts by seeing that there may be many alternate possibilities to different situations, and there is no such thing as an absolute rule. The sixth stage, conscientious, consists of an adaptation to self-evaluated standards. The individual bases his or her standards on personal beliefs, convictions and values. The conscientious individual, according to Loevinger, strives to live up to his or her own ideals and strives to improve himself or herself, while also thinking beyond his or her own personal concerns to those of society. The individualistic stage describes the individual who is more tolerant of individual differences, and is more adaptive in the ability to function well in many differentiated roles. The autonomous stage is marked by the recognition of other people's needs for autonomy, and feelings of complexity around people and situations. The autonomous individual is very tolerant and strives for self-fulfillment (Hy & Loevinger, 1996).

Cognitive ability is a necessary but insufficient component of growth, and Loevinger (1994) has resisted the assertion made by Kohlberg that higher stages are better than lower stages. In other words, personality functioning based on introspection

and complexity may be the hallmarks of psychological maturity, but this does not necessarily mean a person will be happier or better adjusted. Rather, people at higher levels of ego development are better able to adapt to new environmental conditions than people at lower levels. Ego development occurs through maturation, socialization, education, more complex family and work roles, self exploration, and following stressful or positive life changes. Yet these experiences must involve affect. H.S. Sullivan (1953) used the term “anxiety gating” to explain the phenomenon by which individuals recognize only what is in accord with their frame of reference in order to avoid or minimize anxiety. It appears some degree of disequilibrium is necessary for growth to occur.

Cohn and Westenber (2004) conducted a meta-analysis of 52 correlations between ego level scores and intelligence scores, in order to examine whether ego development is equivalent to intelligence. Overall, the authors found a range of correlation between ego development level and intelligence level from .20 to .34, and concluded that ego development and intelligence are not interchangeable constructs.

According to Watt, Robinson & Lupton-Smith (2002) there is limited research on the ego development of counselors-in-training using the Washington University Sentence Completion Test. Borders, Fong and Neimeyer (1986) conducted a study that focused on students’ self-awareness and skills acquisition and found that students at higher levels of ego development had a greater awareness of clients’ needs than students at lower levels of ego development. The authors described the role of ego development in understanding counselor development and effectiveness reporting, “counselors at different ego levels would have varying capacities to express empathy, respect a client’s differentness, deal

with identity issues, and understand the interactive dynamics of the counselor-client relationship (Borders et al., 1986, p. 39).

Carlozzi, Gaa and Liberman (1983) investigated the empathy and ego development of 51 counselor trainees and found that those at the Preconformist level were found to be less empathic than those at the Postconformist level. This study examined relationships between level of ego development and counseling related behaviors, and reported a significant positive correlation between greater empathy scores and higher levels of ego development among participants. This research recommended a focus on interpersonal development for counseling trainees.

Borders (1989) proposed ego development as a promising framework for counselor development, particularly due to its broad and inclusive nature. In relation to multicultural competence, higher levels of ego development equate with desirable counselor qualities such as flexibility, appreciation of individual differences, less stereotypical thinking, and acceptance of conflict as a natural part of relationships. Clearly, ego development as a construct for study holds promise in the arena of counselor development and diversity issues, as interns will struggle to take the perspectives of others and to make meaning of worldviews different from their own.

White Racial Identity Development

The reality of skin color as a defining variable in American society is irrefutable. Race is a powerful symbol of other issues at work in society such as access to resources, education or perceived intelligence. The significance of race is rooted in social, political and cultural interpretations of skin color rather than in skin color itself (Tuckwell, 2002). Malik (1996) contended that “racial differentiation emerges out of real social and

economic mechanisms, out of dialogue and struggle between different social groups, out of the interaction between ideology and social processes” (p. 253). Helms (1995) originally identified five ego statuses to describe the development of White racial identity attitudes: (a) Contact, where race and racism are denied and the individual is generally unaware of how he or she benefits from systemic racism; (b) Disintegration, characterized by inner conflict and anxiety related to the awareness that other races are not treated the same as Whites; (c) Reintegration, as the individual seeks to regain psychological equilibrium by affirming his or her sense of superiority over other races; (d) Pseudo-Independence, where the individual acknowledges the role that Whites have in perpetuating racism; and (e) Autonomy, which is achieved when the individual recognizes race as a valuable part of identity without a need to feel superior to other races. More recently, Helms introduced a sixth status, Immersion/Emersion, which describes a self-reflective attitude that whites may have while grappling with issues of race. It is not characterized by the same focus on other races in the way that the Pseudo-Independence and Autonomy subscales are focused on intellectualization about other races. A better understanding of a counselor intern’s level of White racial identity may assist counselor educators in tailoring curriculum that meet the educational needs of the intern while challenging the intern’s existing way of conceptualizing his or her racial identity.

Deliberate Psychological Education Model

Five conditions necessary for an effective DPE have been identified by Sprinthall and Thies-Sprinthall (1983) and include the following: a significant role-taking experience, guided reflection concerning the role taking experience, a balance of action

and reflection during the experience, support and challenge during the process, and continuity with a continuous interplay between role taking, action and reflection. Reiman and Peace (2002) provided a description of these five fundamental concepts:

1. New role taking. When interns undertake complex new human-helping roles, the role taking (action) precedes and shapes the intellectual consciousness that grows out of it.
2. Guided reflection. Also termed integrated inquiry, this includes both analysis and reflection. Carefully planned activities that encourage self-analysis of performance, integration of readings to provide rationale and theoretical understanding, ongoing discussion and journaling. These analysis and reflection activities are guided by a more capable other (the internship supervisor).
3. Balance between action and reflection. Action (new role taking) and inquiry must remain in balance such that the helping activity (counseling) is sequenced with adequate guided reflection each week. Too great a time lag between action and reflection, or too little opportunity for reflection appears to halt the growth process.
4. Continuity. The complex goal of fostering integrating learning, including interpersonal, conceptual and moral development, requires a continuous interplay between action, self-analysis of performance and reflection. Typically, at least 6 - 9 months are needed for psychological growth to occur.
5. Support and Challenge. Providing a “zone of proximal growth,” as conceptualized by Vygotsky (1978), support (encouragement) and challenge (prompting the

learner to accommodate new learning) are necessary for integrated learning.

Disequilibrium is necessary for growth, but should not be overwhelming. (p.55)

In the present study, the DPE model addressed not only the four components necessary for moral action as described by Rest et al. (1999), but also the need for increased empathy, and perspective-taking as described by Loevinger (1998). Finally, the DPE promoted awareness of one's cultural context, how this intersects with white identity, and in turn, how these processes may affect multicultural knowledge and awareness.

Purpose of the Study

The purpose of this study was to integrate a cognitive-developmental approach with a community counseling internship to promote the moral and ego development of graduate counseling students, and to examine the relationship between these constructs and racial identity and self-perceived multicultural competence. This study examined whether utilizing a multiculturally infused deliberate psychological education intervention would be effective in promoting counseling interns' psychological growth and whether differences in moral reasoning and ego development are related to racial identity attitudes and perceived multicultural counseling competence. It was proposed that those at higher levels of moral and ego development would have more positive racial attitudes and have more appropriate counseling strategies for working with culturally diverse clients. More cognitively complex interns may be better able to apply the multicultural skills, knowledge and awareness needed when working with clients from different cultures. Specifically, the purpose of the current study was to answer the following questions:

1. What is the effect of a multicultural DPE intervention on the moral reasoning of White master's level counseling students during their internship?
2. What is the effect of a multicultural DPE intervention on the level of ego development of White master's level counseling students during their internship?
3. What is the effect of a multicultural DPE intervention on the level of perceived multicultural competence of White master's level counseling students during their internship?
4. Is there a relationship between White interns' stage of moral development and racial identity attitudes?
5. Is there a relationship between White interns' level of ego development and racial identity attitudes?

Definition of Terms

White counseling intern: An individual of Caucasian descent participating in his/her internship in Community Counseling during the second year of his/her master's program.

Moral development: A theory developed by Lawrence Kohlberg that describes the way in which individuals think about issues of social justice, ethics, and fairness at different, hierarchical stages with higher stages indicating a principled perspective.

Ego development: A theory developed by Jane Loevinger that describes individuals as progressing through seven stages of development, from the simple, undifferentiated, and unintegrated, to the complex, highly differentiated and well integrated.

White racial identity: Helms conceptualizes White racial identity as a sequential developmental process in which White counselors relinquish their racist attitudes, abandon their feelings of entitlement, and form a nonracist identity.

Multicultural Deliberate Psychological Education (DPE): A cognitive-developmental intervention approach that utilizes the basic components of Deliberate Psychological Education (Reiman & Peace, 2002) infused with an intentional focus on issues of multiculturalism and moral discussions. This approach was integrated with the traditional internship in community counseling course taken by second year master's students.

General Research Hypotheses

This study focused on the assessment of moral and ego development of master's level counseling interns as a result of the cognitive-developmental intervention. As a result of the intervention, it was expected that the interns would obtain significantly higher post-test scores on the DIT-2 and the SCT, and higher post-test scores on the MCKAS than the comparison group that did not receive the intervention. Correlational analyses examining the relationship between interns' moral development levels, ego development levels, and level of White racial identity were also conducted.

Sample Description and Data Gathering Procedures

The treatment group sample consisted of graduate level counseling interns who enrolled for the Fall 2004 internship in community counseling at the College of William and Mary. Two comparison groups were composed of graduate level counseling interns who enrolled for the Fall 2004 internship in community counseling at two comparable, CACREP accredited institutions within the Commonwealth of Virginia. Participants were

pre-tested on all measures during the first class in August 2004, and then tested again in January 2005, with a post-test on all measures in April 2005. Biographical and demographic data were also obtained.

Limitations of the Study

The major limitations presented were related to the small, select, non-random sample of counselor interns at the College of William and Mary, and at two comparable institutions. Subject effects related to the participants' knowledge that they were involved in a research study and therefore may have responded to the instruments in a socially desirable manner must also be considered. Further, interns who chose to participate in the study may be significantly different from those interns who opted not to participate. Due to the nature of the study, it was impossible to control for all extraneous variables, so results may be impacted by variables other than those under investigation. Decalage, which occurs when individuals appear to be functioning at a lower stage than they actually are due to the sensitivity of the topic, may also have impacted results.

Summary

This chapter presented an overview of the current issues and problems relevant to multicultural training and ethical-decision making for counseling professionals and their implications to the application of a cognitive-developmental approach to internship training utilized in this investigation. The theoretical rationale for moral and ego development, related educational interventions, White racial identity and multicultural competence frameworks were discussed. An overview of the research design was given that provided operational definitions, expected study results, general sample

characteristics and data gathering procedures, and some limitations posed by the research design.

Chapter Two

Review of the Literature

Counselor educators who train master's level students should be on the forefront of developing multicultural counseling competencies (Hill, 2003). Competencies are defined as a framework for guiding counselor education programs and a framework for articulating the rationale for counselor educators to invest in promoting multicultural competence. The literature describes three characteristics of multicultural competence: counselor awareness of own cultural values and biases, counselor awareness of client worldview, and culturally appropriate interventions (Holcomb-McCoy & Myers, 1999).

Results of a national survey indicated that counselor trainees had low levels of multicultural competence (Holcomb-McCoy & Myers, 1999). Steward et al. (1998) reported that 33% of counselor trainees they surveyed had negative reactions to discussions and guest speakers that focused on multicultural issues. A variety of factors hinder the integration of multicultural counseling into counselor education programs, including negative attitudes of counselor trainees, and lack of knowledge or training by supervisors. Both students and faculty often see multiculturalism as an afterthought, rather than a critical component of the curriculum (Hill, 2003).

In addition to the barriers just mentioned, integrating multicultural counseling competence into counselor education programs is hindered by the overwhelming power of what Howard (1999) calls the dominance paradigm. The dominance paradigm is a system of oppression supported by three powerful and interconnected forces that conspire to blind White people to the need for change, and thus, moral action. The myth of rightness involves the cultural encapsulation that allows Whites to think of their

worldview as the right way, and often, the only way. The luxury of ignorance refers to White's dominance that allows them to be blind to the historical effects of racism and oppression that continue today. Finally, the legacy of privilege describes the unearned benefits Whites have received as a result of their historical dominance over people of color. The dominance paradigm can be expanded to include multiple forms of oppression, including heterosexism, ageism, religious intolerance and others that maintain the status quo and prevent individuals from seeing the moral dilemmas that may be clear to others.

Moral Development

Thoma and Rest (1999) assert that there is a correlation between level of moral development and moral action. Given the climate that today's counseling students will soon be entering, counselor education programs have a responsibility to prepare interns for the challenges they will face. Predominately White counseling interns will often serve predominately non-White clients as they begin practice (Arredondo, 1998). This clear cultural mismatch, with all its overt and covert power differentials, has profound implications for practice. Blum (2002) found that Whites at higher levels of moral development are better able to recognize and take responsibility for White privilege and respond to the disadvantaged with empathy.

Lawrence Kohlberg (1975) studied how individuals at different stages of functioning use cognitive processes to judge whether a situation is right or wrong (Rest et al., 1999). According to Kohlberg, moral meaning making can be broken down into three levels (pre-conventional, conventional and post-conventional), with each level containing two stages. The vast majority of adults function at the conventional level, and a few reach the post-conventional level. Large scale studies of diverse populations (both male and

female) have confirmed Kohlberg's stages (Snarey, 1985), although some have argued that they are too constrictive (Rest et al).

Within the Kohlbergian framework of moral development, researchers have investigated the manner in which transitions in moral reasoning occur, and how these changes may affect behavior (Derryberry & Thoma, 2002). During challenging periods of growth such as the internship, as individuals are confronted with new stimuli that may not fit existing schema, periods of consolidation and transition occur. Thoma and Rest (1999) observed that consolidation and transitional periods affect the degree to which individuals refer to and rely on Kohlberg's stages.

Evans and Foster (2000) investigated the degree to which multicultural training impacts moral reasoning and racial identity development in White counseling students. The authors cite the internal confrontation of attitudes, behaviors and values regarding race as central to the moral dilemmas that students face. Their study investigated whether the level of moral development is related to a student's racial identity status level. Respondents were 68 White students in master's and educational specialist programs in counselor education. To measure moral reasoning, the Defining Issues Test (DIT, Rest, 1986) short version was administered to each participant, and to measure racial identity development, the White Racial Identity Attitude Scale (WRIAS) was used. Results showed that there was no significant relationship between White racial identity and moral development score of the participants. The study did find that students with more multicultural training tended to score higher on the most positive status level of racial identity.

Although multicultural training seems to be helpful in changing attitudes towards racial groups, it does not seem to promote the cognitive complexity needed for moral development. The authors asserted that a missing component of this training is the use of the dilemma discussion method, which provides “concentrated practice in moral problem-solving, stimulated by peer give and take” (Evans & Foster, 2000, p.79). The authors asserted the need for concentrated practice in dilemma discussions and active problem solving during multicultural training, components lacking in traditional programs.

Promoting moral development enhances the ability of counselors to advocate for social and community change, as well as to promote change and development in their clients (Hayes, 1991). Despite this finding, the research literature was not found to support a direct link between level of moral development and level of White racial identity attitudes. As one of the most divisive and persistent social issues of the United States, racism and attitudes about race may not be found to be related to moral development for several reasons. First, it is possible that researchers have not yet developed a measure that accurately captures the complexities involved in the intersection of race and moral reasoning. The WRIAS attempts to capture an individual’s status as it relates to his/her understanding of race. Helms (1990) views race as a socially and psychologically constructed process, and not a fixed characteristic. The overrepresentation of Whites in Helms’ Contact stage (e.g. denying the importance of race) does not bode well for a climate of tolerance and understanding. Second, and more troubling, may be the reality that for many Whites, negative attitudes about people of color do not fit within their schema of what constitutes a moral dilemma. Historically, for

example, individuals have used moral beliefs based on religion or culture to justify oppression of minorities, while firmly believing that they were justified in their actions and were acting in a morally correct fashion.

The literature supports continued investigation of the links between moral development and multicultural competence in counselor education programs (Adams & Zhou-McGovern, 1993; Ponterotto, et al., 2000). A recent study measured the relationship between moral development and multicultural competence in school counselors (Milliken, 2004). Although the author found no significant relationship between moral development (as measured by the DIT-2) and multicultural competence (as measured by the MCCTS-R), both constructs were found to have a statistically significant relationship with a third instrument, the New Racism Scale (NRS). The author noted encouraging trends and argued that future studies should investigate the relationship between moral reasoning and multicultural counseling competence. This sentiment echoes a number of authors who support using moral development theory in addressing multicultural issues in counselor education (Adams & Zhou-McGovern, 1993; D'Andrea & Daniels, 1994, Abreu, Chung, & Atkinson, 2000).

Brendel, Kolbert, & Foster (2002) conducted a longitudinal study of 30 graduate counseling students to examine developmental change that occurred during their counselor preparation program. The program under study incorporated elements of the deliberate psychological education (DPE) model, and the researchers measured moral reasoning and cognitive complexity at three different points over two years. Level of moral reasoning was assessed by the DIT short version, and level of cognitive complexity was assessed by the Paragraph Completion Method, a semi-projective method designed

to assess conceptual level (Hunt, Butler, Noy, & Rosser, 1978). Test-retest reliability for the DIT ranges from .70 to .80, and internal consistency reliability is between .70 and .80. For the PCM, concurrent validity was reported in the .20-.30 range when correlated with intelligence tests, and at .40 when correlated with the Kohlberg Moral Maturity Scale. With trained raters, the interrater reliability from 26 studies was reported as median r of .86 (Hunt, et. al., 1978). There is sufficient evidence of both reliability and validity for the DIT and PCM to be used for research purposes.

The study's results showed that cognitive complexity in counselor trainees did not increase until after internship had been completed. The DIT means increased, but these changes were not significant. Brendel, et. al. (2002) asserted that the lack of significant increases in principled reasoning among the students was contrary to expectations from the empirical literature on DPE interventions. The authors described as troubling the failure of the academic program to produce significant increases in moral development. However, in addition to the limitations listed below, not all aspects of the program met DPE standards. These findings suggest that counselor education students would have trouble grasping the ethical principles of the dilemmas often confronted in professional practice, and therefore, need an opportunity to work through moral dilemmas before practice.

One major limitation to this study is small sample size. Other limitations include lack of a control group and the fact that the study participants were from one small university-counseling program in the Southeastern U.S. Strengths of this study include its longitudinal design, and the relatively large effect size found (0.13) for gains in cognitive complexity. The researchers called for future studies to identify the essential educational

components for promoting cognitive growth: “Studies are needed that combine various activities related to problem solving, social role taking, and ethics...in the process of counselor education and then evaluate the various developmental outcomes” (Brendel, et al, p. 21). In summary, counselor educators are heeding the call to keep multicultural training relevant by using moral development theory to address multicultural issues.

Multicultural Counseling Training

In a review of the development of multicultural counseling training, Abreu, Chung & Atkinson (2000) described a growing consensus that an integrated model is needed. The authors encouraged infusing multiculturalism into a program’s entire curriculum. Counselor education programs need approaches that balance experiential and didactic components and that extend training into practicum and fieldwork settings. Torres, Otten & Johnson (1997) found empirical support for a variety of experiential activities to infuse multicultural content into a curriculum. The researchers interviewed multicultural counseling experts and led focus group discussions at three universities. Study respondents reported that experiential activities such as conducting values clarification work through discussion, writing cultural autobiographies and journaling were effective in promoting multicultural competence. Pederson (2000) recommended using case studies during internship to facilitate trainees’ consideration of how culturally relevant a particular intervention is for a specific client.

In an exploratory study of 118 counseling graduate students, Carlson, Brack, Laygo, et. al. (1998) considered the relationship between multicultural awareness, knowledge, and skills to the amount of training they had completed, whether or not they had practicum experience, self-reported exposure to various multicultural activities, and

overall confidence in being a competent counselor. Multicultural competency was assessed using the Multicultural Awareness-Knowledge-Skills Survey (MAKSS) developed by D'Andrea, Daniels and Heck (1990). Cronbach's alpha for the subscales were .75 for the awareness subscale, .90 for the knowledge subscale, and .91 for the skills subscale. The authors reported that they established content validity by comparing the training model objectives outlined by D'Andrea et. al. (1990) to another instrument designed to measure the same construct of awareness. Unfortunately, the authors of this study do not cite the name of this instrument.

To test the relationship of students' perceived multicultural awareness, knowledge and skills to progression through a graduate program, students were divided into three groups, based on the number of graduate hours completed. The researchers conducted a MANOVA on the group means of the MAKSS subscales, and Wilk's Lambda revealed no significant differences between the groups' means on the three subscales. The results of this study showed that there was a general positive trend in the awareness, knowledge, and skills of the students as they progressed through their program. Further, the results showed that students who had client contact as well as students who experienced a multicultural activity perceived themselves to be more multiculturally competent.

This exploratory study argues for counselor educators to consider the importance of not only the development of multicultural awareness, knowledge and skills in students, but also the need for a curriculum that directly addresses issues of diversity in an experiential fashion. Information regarding specific client populations, and specific strategies for working with them, are necessary but not sufficient components of exemplary counselor training programs. Limitations to this study include its small sample

size from one university, as well as its cross-sectional nature, thus limiting generalizability. As a self-report measure, the MAKSS is prone to social desirability confounds, and as a general assessment tool it does not address students' awareness, knowledge, and skills in working with specific client populations.

Training programs are heeding the call to increase their understanding of multicultural competence, but clearly they are not doing enough to adequately prepare professionals (Hill, 2003; Holcomb-McCoy & Myers, 1999). Allison, Echemendia, & Crawford (1996) mailed 600 surveys to recent PhDs in counseling and clinical psychology to examine training and work experience with clients from diverse groups. A 48-item questionnaire was mailed to participants selected from APA members in current practice, and the survey instrument asked respondents to provide information about their demographic backgrounds, training experiences, current employment, client populations and treatment strategies. Respondents, 90% of whom were White, were asked to rate their competence to provide counseling services to various groups, defined by ethnicity, race, gender, sexual orientation, economic disadvantage and ability status.

The authors used regression analysis to predict respondents' self-ratings of competence to provide counseling services to the various cultural groups. Findings indicated that there is a considerable range of self-reported competence in providing counseling to different client groups. Not surprisingly, respondents overwhelmingly reported competence when working with White clients, followed by women and individuals who face economic disadvantage. Respondents reported the least competence in working with Native Americans, African Americans and gay men and lesbians. The number of cases during training (i.e. practicum or internship) with members of specific

cultural groups was a significant predictor of competence for work later with those same groups. The authors present a warning to training programs that the discrepancies among ratings of self-perceived competence mean that programs have not been effective in adequately raising counselors' sense of multicultural competence.

Limitations to this study include its cross-sectional nature, which may limit respondents' recall of training experiences and may diminish causal linkages between training experiences and current multicultural competence. Also, the researchers described their instrument as relatively new, but based on sound literature review and review by professionals from the APA Office of Demography, Education and Employment Research. Neither validity nor reliability statistics were provided by the researchers. Because the instrument does not have the benefit of ample investigation, results should be interpreted with caution. The authors concluded by calling for training programs to expose students to different types of educational experiences, as well as different means of evaluating multicultural competence.

Despite the abundance of evidence that current professionals have been inadequately trained to work competently with diverse populations, there is a promising trend in today's training programs. Sevig and Etzkorn (2001) describe a year-long multicultural counseling seminar for psychology and social work interns in a university counseling center. Based on training literature that recommends multiple formats, the authors describe their seminar's experiential, peer-based multiformat structure as one that meets the goals of multicultural research. Specifically, this seminar includes didactic presentations, invited speakers, case-centered presentations, discussion and experiential exercises. The training philosophy and learning goals of the facilitators are clearly

explained, and are grounded in Paolo Freire's (1972) work on educational reforms that are meant to liberate teacher and student. Specifically, this means that facilitators support an equitable learning process that acknowledges and values participants' different learning styles. This process allows for recognition of students' different life experiences as members of various identity groups. The epistemological foundation of the seminar rests on the importance of multiple perspectives and using nontraditional means of gathering knowledge. This fits well with a multicultural worldview and means that the facilitators encourage divergent thinking, and expect conflict to be a growth-enhancing component of the experience for students.

The seminar met once weekly for one and a half hours, for fifteen weeks, but the authors did not specify whether students receive group supervision in another context. The lack of a clear description of the case presentation format is a weakness of this article. Despite this, the authors do a thorough job of detailing which topics are addressed, in which order, and why, with a developmental rationale guiding their choice of topics. The learning environment closely paralleled the elements of a deliberate psychological education, although the authors did not use this term. For example, the environment balanced support with challenge, feedback was stressed, and fears, insights and reflections were "bounced" off trusted others. The authors conclude with a description of the evaluation procedures they use to assess the effectiveness of this seminar. Qualitative feedback, mainly in the form of journals, guided the assessment process. Stressing the importance of balancing cognitive and emotional learning, the authors called for future research to include multicultural competence assessment instruments that could measure students' pre- and post-seminar knowledge, attitudes,

and skills.

White Racial Identity Development

Helms (1995) proposed a number of sequential, ego identity statuses for whites, with each status representing a cluster of attitudes, beliefs, and values that affects how an individual perceives the world and how an individual processes information about race. According to Helms, the sequential ordering of the statuses reflects increasing complexity and flexibility in an individual's understanding of race. One status tends to dominate, but aspects of other statuses may be present. The tasks and challenges of one stage must be resolved before an individual may move to the next stage.

A number of studies have looked at how White students' level of racial identity impacts their multicultural competence. Using White racial identity development as their conceptual framework, Parker, Moore, & Neimeyer (1998) investigated the impact of multicultural training on White racial identity development and interracial comfort, using a quasi-experimental, non randomized pre-test post-test design involving 116 White graduate students in counselor education at a large Southeastern university. Specifically, the purpose of this study was to examine the effect of a multifaceted intervention for modifying aspects of racial consciousness using Helms' (1984) model. A second purpose of the study was to determine whether multicultural training and/or development were related to cross-racial comfort. Students in the control group participated in a 15 week basic counseling skills class, while the treatment group participated in a 15 week multicultural class; none of the control group students had taken the multicultural class at the time of the intervention. Both classes were taught by the same African-American male instructor.

The basic tenets and components of the training program were based on the 11 tenets of multicultural counseling recommended by leaders in the field. These included personal awareness and growth, cultural knowledge, cross-cultural skills and sensitivity training. Two instruments were used in this study: the White Racial Consciousness Development Scale (WRCDS) and the Interracial Comfort Index (ICI), a 50-item measure of comfort in various situations involving Black individuals. Reliability of the WRCDS was found to be low to moderate, and this was noted as a limitation. Face validity and predictive validity of the ICI, however, were found to be good and researchers noted that the ICI predicted stages of White racial identity development in theoretically consistent ways.

At post-test, the treatment group increased their appreciation of shared and unique aspects of Black and White culture, as well as feelings of empowerment in fighting racism. A 2x2 mixed model analysis of variance was employed, and ANOVAs were conducted to test for significant differences between treatment and control groups across time. Participants in the treatment group showed an increase in their willingness to recognize Black people as different from themselves, while those in the control group did not change significantly from pretest. No significant main effects or interactions were found along Disintegration or Reintegration scores. A significant Group x Time interaction was found on Pseudo-Independence, revealing that individuals in the treatment group became less conditional in their acceptance of Black people as a result of their multicultural training.

The researchers used a two way analysis of covariance (ANCOVA) to evaluate changes in interracial comfort scores because the ICI pretest scores were significantly

different between the two groups. This difference was attributed to the treatment group's greater interest in multicultural issues before taking the course. The treatment group showed significantly higher post-test scores on the measure of interracial comfort, even when the researchers controlled for pretest differences in interracial comfort. Clearly, the enhancement of White students' racial identity can have an influence on their level of interracial comfort, a finding of interest to counselor educators.

Lack of random assignment, use of intact groups and attrition limit the generalizability of this study's findings. Also, no measure of social desirability was used, and social desirability (e.g. saying the right thing) may have confounded the results as the instructor was African American and the students were all White. However, it is reasonable to assume that since the same person taught both groups, social desirability would have affected both groups in a similar fashion. Not only does this study support the efficacy of multicultural training for altering how Whites perceive themselves and others regarding race, but it also supports previous research in this area. The authors conclude by challenging future researchers to investigate the implications of these changes and what may be the behavioral consequences of such changes within counseling contexts.

The need to include a discussion of White racial identity in counselor training programs was argued persuasively by Pack-Brown (1999) who asserted that in a racist and culturally diverse society, White counseling students need to learn to effectively counsel diverse clients. Carter (1990) explored the relationship between racism and racial identity among 100 White students from a large Midwestern university. Participants received course credit in an introductory psychology class, and completed the White Racial Identity Attitude Scale (WRIAS), the New Racism Scale and a personal data

sheet. The author cited as a rationale for this study the fact that existing literature lacked an understanding of how Whites experience themselves as racial beings. This pertains to counselor education because of the possible link between White racial identity and multicultural competence. Specifically, Helms hypothesized that better cross-racial relationships and better counseling interactions might result from higher levels of racial identity. A major aim of this study was to contribute to a better understanding of within-group factors that may influence White racial attitudes, so that counselor educators might develop interventions that promote multicultural competence.

Results of this study indicated that both White men and White women may express racist attitudes but do so in different ways. A multiple regression analysis for both men and women revealed that racism (criterion variable) was significantly predicted by White racial identity attitudes (predictor variable). According to Carter, White men at all levels of racial awareness seem to hold racist beliefs and attitudes. None of the individual variables related to White racial identity attitudes and included in the regression model, however, contributed uniquely to the overall regression model. Only Reintegration attitudes approached significance, and did so in a positive direction, which Carter described as meaning that the higher the White men's Reintegration attitudes, the more likely they may hold racist attitudes.

Multiple regression analysis, as in the case of the White men, indicated that White racial identity attitudes significantly predicted racism for women. White women exhibited racist attitudes when their level of racial awareness was low (e.g. they may deny the importance of race). It was also found that Contact attitudes uniquely contributed to the prediction of racism, but in a negative direction, thus supporting the

hypothesis that higher levels of Contact attitudes are associated with lower levels of racism. The author explained the gender differences in terms of socialization and historical factors, but admits that he is speculating and that further empirical research is warranted in this area. As an exploratory study, the results should be interpreted with caution and replication is indicated. Finally, the sample was composed of undergraduates at a Midwestern university so generalization to other populations may not be possible.

Pope-Davis & Ottavi (1994) replicated and extended the work of Carter (1990) in an investigation of 234 undergraduate students examining the relationship between racism and racial identity among White Americans. Participants completed the WRIAS, the New Racism Scale, and a demographic questionnaire. To avoid participant reactivity, the researchers used the title "Social Attitudes Scales" as headings for the administration of both instruments. For men, Reintegration was the only subscale that uniquely contributed to the prediction of racism in a positive direction, while the subscales Contact and Disintegration approached significance ($p < .06$ and $p < .07$, respectively). Women's Reintegration attitudes contributed significantly to the prediction of racism in a positive direction, while their Pseudo-Independence attitudes contributed to the prediction of racism in a negative direction.

In a finding similar to Carter (1990) this study found that Reintegration contributed as a significant predictor of racism for White men; however, unlike Carter's study, White women's Reintegration attitudes and Pseudo-Independence attitudes were found to be predictive of racism (positive and negative, respectively). Clearly, the implication is that if counselor educators are able to assess their students' level of racial identity, they will be better able to tailor discussions, readings and feedback that meet the

student where they currently are, while systematically increasing the challenge over time. Like other studies that rely on self-report measures, this one is limited because students may have responded in socially desirable ways. Furthermore, the instruments may have assessed anticipated behaviors as opposed to actual behaviors, and students may have interpreted different items in an idiosyncratic fashion.

Ego Development and White Racial Identity

The link between racial identity and self-perception has been shown in the literature. Since level of racial identity affects how an individual perceives the world and processes information about race, it is logical that the construct may be related to level of ego development. Helms (1995) described the sequential ordering of the statuses as reflecting increasing complexity and flexibility in an individual's understanding of race, and this may correlate with an individual's level of ego development. Watt, Robinson & Lupton-Smith (2002) administered the Washington University Sentence Completion Test (SCT) and Black and White versions of the Racial Identity Attitude scale (RIAS-B and RIAS-W) to 38 master's level counseling graduate students at the beginning, middle and end of their counseling program. The SCT (Loevinger, 1976) is a semi-projective measure of ego development that has had widespread use for almost thirty years. The authors assert that ego development is an important component of self-awareness, which is essential to multicultural effectiveness. A correlational analysis revealed a significant relationship between racial identity and ego development, with students at the end of their program evidencing higher levels of racial identity and ego development. An ANOVA showed that a significant relationship existed as a function of training level and ego development.

A two-tailed t test revealed that the most dramatic difference in ego development was between beginning counseling students and the most advanced students. Pearson product-moment correlations were conducted on the WSCT and the RIAS-W, and significant correlations were found between ego development and certain levels of racial identity development. Specifically, a significant correlation was reported between the Pseudo-Independence status and ego development ($r=.44$, $p=.014$) while a negative relationship was reported between the Reintegration stage and ego development ($r=-.41$, $p=.03$).

As the first step in defining a positive White identity, the Pseudo-Independence status is marked by an intellectualization of race issues, but the person is still aware of the self as a racial being. This self-awareness, along with awareness of one's impact on others, is central to the concept of ego development and thus, it is not surprising that a correlation was found. Within the Reintegration schemata, the person consciously acknowledges a White identity and believes in Black inferiority. Perhaps the negative relationship found corresponds with the disequilibrium that students experience during stressful points in their training programs, as they temporarily retreat to more comfortable and familiar ways of making meaning of experiences.

Watt, et. al. (2002) argued that one domain of development (e.g. ego) may be positively related to, but not necessarily caused by, another component of development (racial). An experimental research design would allow researchers to make causal statements concerning the curriculum as an intervention, and any growth identified could be attributed to the intervention. Suggestions for interventions included personal journals, dilemma discussions and opportunities to engage in role taking experiences.

Limitations to this study include small sample size (n=38), the fact that the vast majority were female, and only six participants were African American. The initial purpose of the study was to analyze the data by race, but the small number of people of color necessitates extreme caution when interpreting the statistical analysis. Finally, the cross-sectional nature of the study is a limitation because assessing ego development and racial identity just once (at the beginning, middle or end) for a particular student is not as telling as assessing at the beginning and at the end of a program for the same student.

Deliberate Psychological Education Model

The psychological growth of community counseling interns can potentially be enhanced with a Deliberate Psychological Education (DPE; Mosher & Sprinthall, 1971) intervention designed to promote the development of higher stages of cognitive development in the domains of moral reasoning and ego development. The DPE described here relies on the cognitive-developmental theories that study the processes and nature of several related domains of development. These interpersonal, dynamic theories also focus on the developmental transformations that occur as humans sequentially pass through the stages of the domain under consideration. These transformations enable individuals to more flexibly adapt to complex life circumstance by understanding the self, others and the environment from more advanced conceptual frameworks that incorporate increased depth and a multiplicity of perspective-taking. One of the ways in which a DPE stimulates growth is to offer opportunities to consider decisions about situations that arouse contradictions.

The DPE model has been found to be effective in enhancing moral growth, growth in interpersonal relations, and ego development in both adolescents and adults.

Sprinthall (1994) conducted a meta-analysis to determine effect sizes of 11 field studies using the DPE model, using the Moral Judgment Interview or the DIT to measure moral development. In addition, Loevinger's Washington University Sentence Completion Test (SCT) measured ego development and Hunt's Paragraph Completion Test measured conceptual level. The meta-analysis found significant effect sizes for moral development assessment (+.85) and ego/conceptual development assessment (+1.10).

Faubert, Locke, Sprinthall and Howland (1996) investigated the effects of a role-taking, action learning program on the cognitive and ego development of 123 9th and 10th grade African-American rural high school students. Using a quasi-experimental design, participants completed the SCT and a Piaget pencil and paper instrument (PIAGET) developed to test the cognitive domain. The time interval between pretests and post tests was five months, and the students in the experimental groups were engaged in a special program with content focused on learning the scientific method (i.e. hypothesis testing and inductive reasoning). All core elements of the DPE model were incorporated into this study, including role taking, action with reflection, balance of support and challenge, and continuity. The comparison groups, which were determined by the researchers to be statistically equivalent to the experimental groups, followed the standard curriculum for their two schools.

The researchers conducted ANOVAs, with pretest SCT scores as the covariate, and gender, grade and group as the main effects. The only statistical main effect was for group, and controlling for initial ego stage, the experimental groups receiving the DPE were found to demonstrate significantly greater gains in ego development. According to

the authors, the findings that the main effect for group was statistically significant support the effectiveness of the DPE intervention with this population.

While supporting the use of a DPE intervention to enhance cognitive and ego development, this study has several flaws. First, the authors did not do an adequate job describing the content of the curriculum, especially that of the comparison groups. A more thorough description of how the teaching of the scientific method was incorporated into the students' activities would have been helpful. Furthermore, participants were selected by school counselors based on subjective criteria, described by the researchers as "middle achieving college potential, rural, African-American students who needed some motivation." Finally, the study concludes without a discussion by the authors of what they perceived to be its limitations. Despite these shortcomings, this study lends empirical support for the use of the DPE model to promote psychological growth.

Foster and McAdams (1998) used the DPE model in a study of counselor supervisors working in residential treatment settings for aggressive youth. Thirty-five supervisors attended weekly training using a curriculum based on Sprinthall and Mosher's model (1978). The in-service training involved seven 6 hour sessions administered over a 14 week period, and included moral dilemma discussions, readings, journal assignments and field-based practice. Researchers administered two pretest post test measures of moral reasoning, the DIT and the Moral Judgment Interview (MJI), and they found significant gains. The authors used correlated t tests of significance with a preset alpha of .05 to examine the DIT scores, and pretest to post test mean gain was from 45.80 to 50.71 ($t=2.19$, $p<.05$; $n=35$). In the case of the MJI, the Standard Scoring Manual allowed the researchers to determine how responses fit Kohlberg's MJI scheme

of assessing developmental stages. Pretest to post test mean gain was from 351.04 to 411 (t=6.88, p<.05, n=25).

As exploratory research, this study is promising because of the significant gains in moral reasoning made by participants on both the objective instrument (DIT) and the open ended journal format (MJI). However, there was no comparison group involved in this study, so generalizability beyond the group involved in this study is limited. In spite of these limitations, qualitative feedback from the participants indicated that this was a growth enhancing experience despite the challenging nature of the intervention. The authors argued that the combination of skill acquisition with the DPE format “holds the potential for enhancing clinical performance and ethical development simultaneously in the context of human service” (p.17).

In a recent study, Chase (1998) examined the effects of integrating a cognitive developmental approach with professional ethics training on the moral and conceptual development of graduate counseling students. Instruments used included the Defining Issues Test (DIT), and the Paragraph Completion Method (PCM). Students were also administered an adapted format of the Moral Judgment Interview that depicted ethical dilemmas in counseling. Intervention methods included the components of Deliberate Psychological Intervention (DPE) and moral discussions. Using a quasi-experimental design, the results failed to support expectations that students in the intervention group would obtain significantly higher DIT and PCM post-test scores than the students in the other two groups. Despite this, students in the intervention group were found to be using a higher percentage of principled reasoning at post-test (53.3%) as compared to the comparison groups at post-test (45.7%). The lack of significant differences in post-test

scores could be attributed to the very small group sample sizes (Ns less than 30) which violated the central limit theorem. A qualitative analysis of interview and journal responses indicated that the intervention did impact students' personal and professional growth.

Chase (1998) described limitations to her study and modifications to the research design and methodology she would have made given these limitations. Lack of standardized testing procedures was a major limitation of this study. The author also argued for the use of a comparable professional ethics class of equivalent semester duration, since the comparison group was comprised of a summer class that was shorter in duration. Finally, in order to provide ongoing continuity, support and challenge, the author argued that an intervention of at least six months would be recommended to future researchers.

To promote moral reasoning in law enforcement trainees, Morgan (1998) used a DPE intervention incorporating dilemma discussions. Using a quasi-experimental design over the course of ten weeks, this study supported the hypothesis that trainees in the intervention group (taught using DPE model) would show significantly higher post-test levels of principled reasoning than trainees in a comparison group, as measured by the DIT. Her study indicated that those receiving the DPE scored significantly higher on an index of moral development, the Defining Issues Test (DIT; Rest, 1986) than a comparison group; the effect size was moderate to large. Despite the small sample size and limited generalizability due to research design issues similar to Chase (1998) this pilot study demonstrated the utility of the DPE for promoting moral development and further study is warranted in this area. In spite of the difficulties in implementing a DPE,

this form of intervention has a proven record of promoting cognitive development across several domains.

Growth in the moral domain enables counselors to better recognize how their judgments affect others, to act in humanitarian ways, and to make wise and ethical moral decisions (Evans & Foster, 2000). Counselor education programs need to focus on developmental growth, including moral development, ego development, and racial identity development, given the premise that higher stages of functioning are better than lower stages. Counselor interns functioning at higher stages of cognitive complexity are proposed to be more likely to be aware of their own impact on others, to have more self-awareness, and to be less rigid and concrete in their thinking. In this way, interns functioning at higher levels may also be more flexible in emotionally charged cross-cultural situations, and will presumably be more open to learning about their own racial and cultural identities and their impact on racially and culturally different others. Specific competencies for interns targeted by this DPE intervention include increased multicultural competence (knowledge and awareness), as well as increased ability to handle the stress of making ethical decisions on a daily basis.

Summary

This chapter provided a review of the literature describing the challenges faced by counselor education programs as they train predominately White interns to work with an increasingly diverse population. Literature was explored pertaining to the calls made by ACA and CACREP to address multicultural issues in counselor training, and specifically to infuse multiculturalism into the entire curriculum, rather than being a single class. The importance of addressing awareness, knowledge and skills were highlighted, as were

some training programs' efforts at addressing the importance of multiculturalism in counselor education. Cognitive development was presented as a framework for understanding how counselor interns make sense of their experiences during training, specifically in the domains of moral and ego development. It was argued that promoting the moral and ego development of interns will enhance their ability to work with diverse client populations, as reflected by increased justice reasoning, self-awareness, racial identity attitudes and perceived multicultural competence.

The following chapter will present the study's research design and methodology. The population will be described, proposed data gathering procedures will be explained, and instrumentation will be discussed. Finally, the research hypotheses will be described and the data analyses will be specified.

Chapter Three

This chapter will describe the research design and methodology of the current study. Topics to be discussed include: sampling and data gathering procedures, instrumentation, specific research hypotheses, data analyses, and description of the intervention. Ethical considerations and a study critique will also be presented.

Research Design

This study utilized a quasi-experimental, non-equivalent control group design, the most frequently used design in field-based applications (Borg, Gall, & Borg, 1997). The purpose of this study was to integrate a cognitive-developmental approach with a community counseling internship to promote the moral and ego development of graduate counseling students, and to examine the relationship between these constructs and white racial identity. This study examined whether utilizing a multiculturally infused deliberate psychological education intervention would be effective in promoting counseling interns' psychological growth and whether differences in moral reasoning and ego development are related to racial identity attitudes. The study utilized one intervention group and two comparison groups. The groups were pre-tested and post-tested on all dependent measures in August, at the beginning of the fall semester, and in April, at the end of the spring semester, respectively. Additionally, the groups were administered a mid-point assessment in the form of the Multicultural Counseling Knowledge and Awareness Scale.

Population and Sample

The target population for this study was graduate counseling students in Virginia. The sample was drawn from the accessible population of graduate level counseling interns who were enrolled in three CACREP accredited courses titled Supervised

Internship in Community Counseling at the College of William and Mary, and at two comparable CACREP accredited institutions. The participants in the intervention group were comprised of the accessible population of graduate counseling students who enrolled in the Fall 2004 Internship course at the College of William and Mary. The two comparison groups were comprised of the accessible graduate level counseling students who enrolled in the Fall 2004 Internship course at their respective institutions. All three groups met once a week for 2 ½ hours, over two 15 week semesters.

The researcher obtained a sample size of 30, which represented only white participants. Three participants, who were African-American and Latina, were not included in the sample. Participants ranged in age from 24 to 55 years, and the mean age was 31.7 years. The sample was 80% female (n=25) and 20% male (n=5). At the time of the study, 60% of participants (n=18) had not previously taken a multicultural counseling course, and 40% (n=12) of participants had taken one multicultural counseling course.

Data Collection

Method

Permission to administer research instruments was obtained from the faculty of record for the internship class at each of the three institutions participating in this study. The researcher attended the first class of each group's internship in order to discuss the study's purpose and procedures. All participants were informed about the purpose of the study. Participants retained the right to refuse to complete the instruments. Participation in class and completion of all traditional course requirements was required for all students. All responses and data were maintained in a confidential manner. Data gathered was identified by a code chosen by each participant to ensure anonymity.

The Defining Issues Test (DIT-2), the Washington University Sentence Completion Test (SCT), the White Racial Identity Attitudes Scale (WRIAS), and the Multicultural Counseling Knowledge and Awareness Scale (MCKAS) were administered to all interns. A demographic form was also administered to all interns. The researcher read directions to the entire group, and time was allowed for completion of the instruments. When all participants were finished, the researcher collected all instruments. Participants were pre-tested on all measures during the first class in August 2004, and then tested again on the MCKAS only in January 2005, with a post-test on all measures in April 2005.

Instrumentation

Six instruments were used to collect necessary information for completing this study. Specifically, they were as follows: 1) informed consent form, 2) demographic information form, 3) Defining Issues Test-2, 4) Washington University Sentence Completion Test, 5) White Racial Identity Attitudes Scale, and 6) Multicultural Counseling Knowledge and Awareness Scale.

Informed Consent Form (see Appendix A)

The informed consent form summarized the study's procedures, explained the activities that would be requested of the participants, and described how the results of the study will be used. It also informed the participants of their right to withdraw from the study at any time. Space was provided for individuals to sign and date the form if they agreed to participate. Two copies were given; one copy each was returned to the researcher and the participant for his/her records.

Demographic Information Form (see Appendix A)

A demographic information form was used to obtain information about the participants including the following: 1) age, 2) gender, 3) race, 4) degrees attained, 5) description of field setting, 6) whether or not they have taken a course in multicultural counseling and if so, how many, 7) membership in professional organizations, and 8) preferred theoretical framework. Through use of a numeric coding system, a participant's demographic form was matched with his/her DIT-2, SCT, WRIAS, and MCKAS. The information derived from the form was used to determine the impact of these specific demographic variables on moral development, ego development, White racial identity attitudes, and perceived multicultural counseling competence.

Defining Issues Test-2 (see Appendix B)

Moral development was assessed by the Defining Issues Test-2, an objective measure modeled after Kohlberg's stages of moral development (Rest, Narvaez, Thoma, & Bebeau, 1999). The DIT-2, a new and improved version of the DIT, consists of five contemporary moral dilemmas and is scored in the same manner as the original DIT (Center for the Study of Ethical Development, 2002). Participants are presented with five moral dilemmas and are asked to rate the importance of each of 12 different items according to its value used in making a decision about the dilemma presented by using a 5 point Likert scale ranging from "no importance" to "great importance." Participants are then asked to rank order the four items that they consider most important in making their decision. By rating and ranking as highly important the arguments that best fit their preferred schemas for making moral judgments, participants demonstrate the level at which they most readily make moral decisions.

The Principled Reasoning score (P score) was the most commonly used assessment of moral judgment development on the DIT. This score, usually expressed as a percentage, may range from 0 to 95. Bebeau, Maeda, and Tichy-Reese (2003) generated norms for the DIT from an analysis of 10,870 completed tests. They reported a mean P score of 41.1 (SD=15.77) for respondents who had either attained or were working on a master's degree. The DIT-2 uses a P score as well as an N2 index, with the latter considered to be the most valid single score (Bebeau & Toma, 2003). According to Bebau and Thoma, the P score and N2 score are highly correlated with each other ($r=.71$).

The DIT-2 is a reliable replication of the original DIT, which has well-documented reliability and validity, and is frequently used in developmental research. There is considerable evidence of the construct validity of the DIT. Longitudinal studies show significant upward trends in scores over time, with changes impacted by life experiences and education (Rest, 1988). Convergent-divergent correlations to other measures of cognitive development and intelligence range from .20 to .50. In terms of personal attributes such as personality, attitude, socioeconomic status, gender and political affiliation, correlations are usually non-significant or very low. Evidence of concurrent validity has been demonstrated in obtaining correlations between .60 and .70. Significant positive correlations have been found repeatedly between DIT scores and both desirable professional decision making and pro-social behavior (Rest & Narvaez, 1994).

Test-retest reliabilities of the DIT have ranged from .70 to .80 and above over periods ranging from a few weeks to a few months. Internal consistency (Cronbach's alpha) averages in the high .70s (Rest, 1988). Since the DIT-2 is scored objectively,

interrater reliability is not a significant issue. The DIT-2 has been found to be equally valid for both males and females (Center for the Study of Ethical Development, 2002).

In a study designed to validate the DIT-2, Rest, Narvaez, Thoma and Bebau (1999) concluded that the DIT-2 has significantly better validity characteristics than the original DIT. Rest et al. also concluded that the DIT-2 is highly correlated with the original DIT ($r=.79$). The researchers studied total of 200 participants from four different levels of education (ninth graders, college freshmen, college seniors, and graduate school students). The DIT-2 was found to purge fewer participants, leading to a fuller distribution of scores, and thus greater validity. The researchers argued that the increase in validity is attributable to new ways of analyzing data, and not to the new dilemmas.

One criticism of the DIT-2 is that overestimation of development may occur as a result of the method in which respondents select their choices the moral dilemmas. As a recognition test, this same criticism has been levied against the DIT. The instrument includes a subscale identified as the M Score which represents items chosen that are meaningless, but that may appear “lofty sounding” to respondents. The Consistency Check controls for an excessive number of invalid responses found between ratings and rankings of an item, indicating the degree of the respondent’s seriousness in taking and understanding the test. If scores on either of these subscales exceed the predetermined cutoff, the participant’s responses are invalidated (Rest, Narvaez, Thoma, & Bebeau, 1999).

Washington University Sentence Completion Test (see Appendix B)

The Washington University Sentence Completion Test of Ego Development (SCT) is a semi-projective test, based on the work of Loevinger (1976), which consists of

sentence stems designed to prompt a response that reflects the respondent's level of ego development. The SCT long form is comprised of 36 sentence stems, and based on the responses a score is assigned that corresponds to Loevinger's stages of ego development. The short form, both male and female versions, (18 stems) was used for this study.

Loevinger (1996) asserts that the intuitive and coherent nature of the SCT addresses the issues of Substantive Validity (a component of construct validity), an assertion bolstered by repeated validation by researchers over the past twenty-five years. The comprehensive scoring manual outlines specific criteria based on the content and structure of the respondent's responses to identify a core level of ego functioning (Hy & Loevinger, 1996). Numerous studies incorporating various analyses of the scoring process have reported high reliability values ranging from .76 to .85 (Loevinger, 1998; Holt, 1980).

The construct validity of the SCT has been established by several studies that correlate ego development with other developmental stage measures that gauge moral and conceptual development, as well as various behavioral and attitude measures (Lee & Snarey, 1988; Loevinger, 1996). The sequential nature of the SCT, with higher stages unfolding with typical human development, as well as the correlation with other developmental constructs (eg. moral and conceptual) strengthens its validity. While inter-rater reliability has been a concern for some of the instrument's detractors, thorough training procedures have established it at an acceptable level for the purposes of this study.

White Racial Identity Attitude Scale (see Appendix B)

The version of the WRIAS (Carter & Helms, 1990) used in this study measures five attitudes of White racial identity development: Contact, Disintegration, Reintegration, Pseudo-Independence, and Autonomy. A sample attitude statement from the Contact stage (“I hardly think about what race I am”) contrasts sharply with a sample attitude statement from the Autonomy stage (“I think I understand Black people’s values”). This instrument includes 50 items that assess the racial attitudes of Whites on a 5 point Likert scale, ranging from “strongly disagree” to “strongly agree.” Total scale scores are obtained by summing up items from each subscale; each of the five subscales ranges from 0 – 50, and higher scores represent stronger attitudes in the respective racial identity domain.

Carter (1984) reported Cronbach’s alphas for all WRIAS subscales in the .90s, while a later study by Neville et al. (1996) reported the following Cronbach’s alphas: Contact = .44, Disintegration = .72, Reintegration = .73, Pseudo-Independence = .51, and Autonomy = .54. Critics have charged that correlations between the Disintegration and Reintegration scales and between the Pseudo-Independence and Autonomy scales suggest that they may not be measuring independent constructs (Behrens, 1997). Helms responded to this criticism by pointing out that because statuses are hypothesized to be interrelated (i.e. they evolve from each other), schemas (e.g. WRIAS subscales) cannot be independent. Further, according to Helms (1997), since racial identity attitudes may be skewed in the population, statistical techniques based on assumptions of normal distribution are potentially misleading.

More recently, Carter, Helms & Juby (2004) found internal consistency reliability coefficients of .57 (Contact), .77 (Disintegration), .78 (Reintegration), .60 (Pseudo-

Independence), and .53 (Autonomy). In terms of validity, Pope-Davis & Ottavi (1994) found that the WRIAS predicted racism in Whites, and it also predicted self-reported multicultural competence in White counselor trainees. Swanson, Tokar & Davis (1994) questioned whether the five factor model posited by Helms (1984) reflects the actual structure of the WRIAS. In spite of its shortcomings, the WRIAS is the most widely used measure of White racial identity attitudes, and is the instrument that was used for this study.

Multicultural Counseling Knowledge and Awareness Scale (see Appendix B)

The MCKAS, and its precursor (the MCAS) share the Multicultural Counseling Competencies as their conceptual base (Ponterotto, et al., 2002). Like other multicultural competency measures, the MCKAS is considered to be in the early phases of development. Exploratory and confirmatory factor analyses and independent tests and critiques of the MCAS have resulted in the current MCKAS. Developed by Ponterotto and Alexander (1997), this instrument is a 32 item self-report multicultural counseling competency measure with a 7 point Likert scale (responses range from “Not at all true” to “Totally true”). The Knowledge subscale contains 20 items, and the Awareness subscale contains 12 items.

As the only self-report multicultural counseling competency instrument that did not positively correlate with the Crowne-Marlowe Social Desirability Scale, Sadowsky (1996) called the MCKAS a pragmatic, relatively reliable and valid instrument with strong promise for multicultural research. A major critique of self-report measures has been subject’s propensity to respond to items in a socially acceptable manner, thus

reflecting the subject's desired self-presentation rather than actual beliefs. The reliance on self-report measures is a weakness of the current study.

Content validity of the MCKAS was established through multicultural expert ratings of item clarity and domain appropriateness, independent card-sort procedures, and the use of a graduate student focus group (Ponterotto et al., 1996). Convergent validity for the Knowledge subscale is indicated by its significant correlation with the Knowledge subscales of the Multicultural Counseling Inventory (MCI) and the Multicultural Awareness-Knowledge-Skills Survey (Pope-Davis & Dings, 1994; Sadowsky, 1996; Constantine & Ladany, 2000). Criterion-related validity for the Knowledge subscale was established by finding significant correlations with the Disintegration subscale of the WRIAS, as well as with various multicultural training such as courses and workshops (Alpert, 1995).

The coefficient alpha for the knowledge subscale was in the .90s for six of seven samples, and in the .70s - .80s for the Awareness subscale (Ponterotto et al., 2002). For the total scale Cronbach's alphas were in the range of .89 - .93 (Ponterotto & Alexander, 1997). Subscale intercorrelations were reported to be low to moderate, with a .37 mean across studies, lending support for the argument that the subscales measure distinct constructs (Ponterotto et al., 2002). Ponterotto and Potere (2003) found that test-retest reliability coefficients after ten months were .70 for the Knowledge subscale and .73 for the Awareness subscale, and the authors deemed these coefficients very satisfactory.

Research Questions

The purpose of this quasi-experimental study was to determine if the educational methodologies used in the intervention had a significant impact on the moral (principled)

reasoning and ego development, as well as on the perceived multicultural competence of these counseling interns, as compared to the interns in the other two groups who did not receive the intervention. It was predicted that students in the intervention group would obtain significantly higher post-test scores on all the dependent measures than the students in the two comparison groups.

The second major purpose of the study was to examine the relationships between moral reasoning, ego development, and white racial identity attitudes. It was proposed that those at higher levels of moral and ego development would have more positive racial attitudes and may have more appropriate counseling strategies for working with culturally diverse clients.

Research Hypotheses

- 1) The intervention group would show higher posttest levels of principled reasoning than the comparison groups as measured by the DIT-2.
- 2) The intervention group would show higher posttest levels of ego development than the comparison groups as measured by the SCT.
- 3) The intervention group would show higher posttest scores than the comparison groups on the MCKAS.
- 4) There would be no relationship between interns' DIT-2 scores, and scores on a measure of White racial identity attitudes (WRIAS).
- 5) There would be no relationship between interns' SCT scores, and scores on a measure of White racial identity attitudes (WRIAS).

Scoring Procedures

The completed MCKAS and WRIAS were hand-scored by the researcher according to the protocols provided by the respective test developers. The completed DIT-2s were electronically scored at the University of Minnesota, by the Center for the Study of Ethical Development. Completed printouts of score results and analyses were provided to the researcher. The completed SCTs were hand-scored by two individuals who had been self-trained for that purpose, using a detailed scoring manual to assign an ego level to each of the participant responses. Hy and Loevinger (1996) recommend using more than one trained rater, with an acceptable inter-rater agreement being between .86 and .90 for self-trained raters. In the current study, inter-rater reliability was calculated at .87. Individual items were scored in chunks consisting of several protocols instead of scoring each protocol separately. Several scoring methods exist for the SCT, but most raters use the Automatic Ogive (see Table 2) (Cohn & Westenberg, 2004), which requires the cumulative frequency distribution of item scores to be calculated, followed by subsequent comparison with rules provided in the scoring manual. The total protocol rating (TPR), in the form of a single test score which represents one of nine ego development levels, was then calculated for each protocol.

Table 2*Scoring Protocols for the SCT*

Stage	Name	Item Sum	Automatic Ogive	Explanation of Ogive
E7	Individualistic	101-108	No more than 15 ratings at E6	Three or more E7 or higher
E6	Conscientious	91-100	No more than 12 ratings at E5	Six or more E6 or higher
E5	Self-aware	82-90	No more than nine at E4	Nine or more E5 or higher
E4	Conformist	76-81	No more than six at E3	Nine or more E4 or higher
E3	Self-protective	68-75	At least three at E3	Three or more E3 or lower

Data Analysis

The general linear model guided the overall approach to analysis of the quantitative data in this study. After reviewing data for outliers and testing assumptions necessary for conducting statistical tests, comparisons were made between the comparison and intervention groups on their pre-test scores. Mean scores were obtained for the DIT-2, SCT, WRIAS and MCKAS. Due to the non-random selection of groups, five separate analyses of variance were conducted to determine if groups were significantly different on the pre-test DIT-2 (N and P scores), SCT, and MCKAS (Knowledge and Awareness subscales). Experiment-wise alpha increases were controlled for by setting alpha at $p=.01$, in consideration of “Bonferroni inequality” which addresses the increased chance of committing a Type 1 error when conducting multiple tests (Borg, Gall, & Borg, 1997). Since none of the groups differed significantly on any of the pre-test measures, 3 X 2 Analyses of variance (ANOVAs) were used to compare post-test scores between the intervention group and comparison groups. Pearson-product correlations were used to examine the relationship between outcome measures. Analyses of variance

and Pearson r statistics provided information about the magnitude of the relationships between levels of moral and ego development, perceived multicultural competence, and racial attitudes.

A significance level of $p < .05$ was used. When significance was determined from the ANOVA, a follow-up post Tukey hoc test was conducted to specify which variables were significantly impacting each other. Multivariate analysis of variance (MANOVA) was used to test the effect of the treatment variable on the dependent measures. To test the relationships between moral and ego development, and between racial identity attitudes and perceived multicultural competence, correlations were used.

Limitations and Control Measures

Statistical Validity

Small sample size threatened the statistical validity of this study. The small group sizes violated the central limit theorem which states that a minimum sample size of $N=30$ is needed to best ensure that the sampling distribution of the means will be normally distributed (Gall, Borg, & Gall, 1997). It is possible that the small group sizes used in this study may have violated the assumptions of normality required of multivariate tests (Gall, Borg, & Gall). Therefore, the statistical results of this study should be interpreted with caution.

Internal Validity

A major threat to internal validity was the possibility that group differences on the posttest were due to pre-existing group differences rather than the effects of the intervention. The effects of maturation on the internal validity were minimal because the sample consisted entirely of adults. Furthermore, the use of comparison groups

minimized this effect because if maturation was a factor it would be a factor for all groups (Gay, 1996). History and its interaction with differential selection, while a potential threat to any study, were minimized since all groups occurred concurrently and for the same duration. Interactions with maturation could still pose a threat due to some other differences in personality variables that may be attributed to other factors, such as the quality of supervision, or internship site experiences, which might differently impact growth during the internship year.

Although testing can be a threat to internal validity due to the administration of a pretest, the research literature does not suggest that pretesting sensitizes people to the DIT-2, SCT, WRIAS, or the MCKAS. History as a threat to internal validity, whether occurring inside or outside the research setting, is always a potential problem that may confound the independent variable. This too will affect all groups and thus, minimize the threat.

Mortality was also a potential threat, as interns may drop the internship course after it begins. Since the internship is a required and fundamental course for counseling students, this threat was minimized. All students who completed the pre-test assessments also completed the post-test assessments. Records were kept for each treatment subject to note absenteeism or withdrawal from the treatment, in order to control for the effects of mortality (Gay, 1996). The study design controls for the internal threats of compensatory rivalry, equalization of treatment, and resentful demoralization of the control group since the intervention group and comparison groups took place at different universities.

External Validity

One threat to external validity is the extent to which study results can be generalized to the population of counselor interns in master's programs in counseling. Because participants were not randomly selected, generalizing to the population should be done with extreme caution. Selection/treatment interaction is a minor threat for similar reasons mentioned concerning the internal threats of differential selection and its interaction with maturation. Experimental treatment diffusion was not a problem, because the intervention group and comparison groups did not interact due to the fact that they were at separate universities. As self-report instruments, the MCKAS and WRIAS are limited due to their reliance on honest subject responses.

Subject effects, such as the Hawthorne effect, are potential threats to this study. The Hawthorne effect is an effect on performance due to knowledge that participants are being studied (Gay, 1996). This threat to external validity may manifest by participants attempting to give more favorable responses because they are being studied. Given the controversial nature of the subject matter, subjects may demonstrate concern for being perceived as being more tolerant and more multiculturally competent than they really are.

Despite its limitations, this study provided a practical, field-based approach to the examination of the effects of this type of intervention on the moral and ego development of graduate counseling students during their internship year. It will further enhance our knowledge regarding the moral, ego, and relational processes impacting the professional development of counselors. The cumulative effects of this type of practical study will be significant to research in this area. Despite its limitations, this study can enhance curricula for counselor education programs by "providing a guiding framework for facilitating the student's ability to manage and successfully integrate the dissonance-

producing experiences involved in learning this kind of clinical work” (Kaiser & Ancellotti, 2003, p. 299).

Special Considerations

Due to heightened anxiety surrounding the new role as counselor interns, accompanied by focused discussions of privilege, cultural competence, racism, and moral dilemmas, the instructors created a safe classroom atmosphere. In order for interns to benefit from this experience, they needed to feel comfortable to openly share and discuss their views on controversial subjects involving the counseling process. As with any new approach, unforeseen problems with program design and methodology employed in this study may have impacted the results. One of the problems specific to this class was the amount of time needed to adequately check in weekly, complete “housekeeping” responsibilities for this paper intensive course, answer general questions, and still leave ample time for the focused discussions and case presentations. Therefore, the instructors built in flexibility to accommodate for any potential problems that may have occurred due to time constraints.

Ethical Considerations

This study presented minimal ethical risks to participants. All participants were informed that the purpose of the study was to examine the effects of the internship class on their personal growth and development. Participants retained the right to refuse to complete the instruments, and as a pass/fail class, they were certain that their grades would not be affected by the decision. Participation in class and completion of all traditional course requirements was required for all students. All responses and data were maintained in a confidential manner. Data gathered were identified by a code chosen by

each participant to ensure anonymity. Study results reported group mean data and individual scores were not disclosed.

Conclusion

This chapter described the research design and methodologies employed in this investigation. Sampling, statistical, and procedural processes were discussed, and an examination of the major threats to validity of this study and ethical considerations and safeguards were presented. The intervention design and methodologies were described and special and ethical considerations were discussed. The next chapter will present a description of the intervention.

Despite its limitations, this study had controls in place to ensure the most valid results. The ethical risks were minimal and the outcome results could prove to be beneficial to an understanding of the moral and ego development of counseling interns, and how these constructs may be related to interns' White racial identity and perceived multicultural competence. This study will contribute to the body of research literature by providing a theoretical framework within which to examine the effects of an integrative cognitive-developmental approach to the internship year on the moral and ego development of counselor interns.

Chapter Four

Description of the Intervention

The internship class targeted for this intervention was the Fall 2004-Spring 2005 course titled ED C47 Supervised Internship in Community Counseling. The course was taught by co-instructors, both white men; the lead instructor has an Ed.D. in counselor education and the co-instructor is a doctoral candidate in counselor education. The lead instructor conducted a DPE intervention as part of his doctoral work, and has twenty years experience in community counseling. The co-instructor has worked as a substance abuse counselor and as a crisis counselor in the public mental health setting, and has six years of counseling experience. The multicultural deliberate psychological education model was incorporated into the design and implementation of the course.

Statement of Purpose

The internship in community counseling is designed to give advanced students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program. Over two semesters, students complete 600 hours of professional counseling experience in an agency or university setting under supervision by both university faculty and a field supervisor. The major goal of the internship is to provide students the opportunity to apply their theoretical knowledge and practical skills to specific client cases within a professional counseling setting.

A weekly group supervision session, individual supervisory meetings and assigned activities are designed to give students and faculty the opportunity to assess each student's counseling performance in relation to client goals and the counselor's professional development. A fundamental premise of the course is that professional

counselor education requires both skill development and “self-knowledge.” In addition to basic skill proficiency, students must demonstrate effort to increase their self-knowledge through openness to feedback during group supervision sessions.

At the start of each group supervision session, the instructors led a 30-40 minute discussion of a relevant topic in the form of a scenario with a counseling dilemma that had been given to students in class the previous week. Students were expected to read the scenarios each week and to come to class prepared to discuss them. Before discussions began, the instructors reiterated that there were no right or wrong answers. The purpose of the exercise was to explore the dimensions of each dilemma. Students were encouraged to give reasons for their answers and not simply state their decisions about issues.

Dilemma discussions were designed to promote not only development of moral reasoning, but also growth in conceptual complexity as the dimensions of each issue were fully analyzed. Additionally, students were challenged to examine their own assumptions and biases about the characters in the dilemmas, based on their particular identity as individuals from the dominant culture.

ED C47 Internship in Community Counseling Syllabus

Textbook

Sweitzer, H.F., & King, M.A. (2004). *The successful internship: Transformation and empowerment in experiential learning (2nd ed.)*. Belmont, CA: Brooks/Cole.

Specific Learning Objectives

1. Demonstration of counseling competence in a field assignment, including the application of a variety of counseling, psychological and educational theories and strategies appropriate to specific client situations.
2. To understand the intersections of multicultural identities, including your own (e.g., race, class, gender, sexual orientation).
3. Demonstration of the willingness and capacity to examine one's own personal and professional development in relation to work with clients and colleagues.
4. Demonstration of competence in organizational, consultation and team-building skills as appropriate to the internship setting.
5. Recognition of and response to the importance of contextual and cultural factors in working with clients of different backgrounds or referent groups.
6. Active and effective participation in peer and faculty supervision that includes the integration of theory and practice in written and/or oral presentation and discussion of active cases.
7. Demonstration of applied knowledge of ethical, legal and professional guidelines (ACA) regarding confidentiality, the counselor-client relationship, professional relationships and responsibilities, testing and research.

Becoming a Culturally Competent Counselor (Ridley, Mendoza & Kanitz, 1994)

Culturally competent counselors should demonstrate:

- a) Culturally responsive behaviors (i.e. appropriate cultural factors reflected in observable behaviors, that are beneficial to the client)

- b) Ethical knowledge and practice pertaining to multicultural counseling and training issues
 - c) Cultural empathy, reflected through i) identification of culturally relevant applications of traditional counseling skills, ii) modification of traditional counseling skills/techniques to make them culturally relevant, and iii) creating new skills/techniques when necessary to address the needs of culturally different clients
 - d) The ability to critique existing counseling theories for cultural relevance
 - e) Development of an individualized theoretical orientation that is culturally relevant
 - f) Knowledge of normative characteristics of cultural groups
 - g) Cultural self-awareness (i.e. cultural heritage, values, assumptions, worldview)
 - h) Knowledge of within-group differences (i.e. level of acculturation, age, individual expression of cultural values, cultural identity)
 - i) Knowledge of multicultural counseling concepts and issues
- Respect for cultural differences

Course Format and Requirements

In order to receive a grade of PASS, students must satisfy the following requirements:

1. Hours: A total of 600 hours accumulated equally over two semesters in accordance with the schedule found in Section 1 of the Internship Student Agreement.
2. Supervision:
 - a. Field Supervision: A minimum of one hour of individual supervision per week with the designated Field Supervisor.

b. University Supervision:

(1) Two and a half hours of group supervision per week with the Faculty Supervisor.

(2) Two hours of individual supervision with the Faculty Supervisor each semester.

3. Case Presentations: Case presentations are formal presentations to the Internship Supervision Class of client cases being worked with by students at their field placements. Students were expected to be prepared to present from three to five case presentations for group review, discussion and feedback during the semester. Each case presentation included: (a) a concise (10-15 minute) summary of the case according the format defined in the "Case Presentation Worksheet" (a copy was presented to all supervision group members), (b) a 10-minute video (or audio in some cases) taped segment of a counseling session, and (c) sufficient time (15-20 minutes) for group review and feedback.

Case Presentations were required to take into account and discuss any relevant cultural factors that may influence the counselor/client relationship. These include both counselor and client variables, but are not limited to: issues of racism, power, privilege, gender, sexual orientation, disability, spirituality and religion, or the elderly.

4. Counseling Portfolio: "A portfolio communicates what is learned and why it is important" (Paulson & Myer, 1991). Each student was to work on his/her development of the Counseling Portfolio which formally summarizes his/her counseling experience during each semester of the Internship. The Counseling Portfolio included the following:

a. A brief description of the field placement

b. A description of your goals for professional development during the current semester of the Internship

- c. A qualitative summary of all course work taken prior to and during the current semester that the intern considered particularly relevant to his/her work during the Internship
- d. A qualitative summary of all professional training received prior to and during the current semester that the intern considered particularly relevant to his/her work during the Internship
- e. A quantitative summary of counseling and counseling-related activity conducted during the semester
- f. A qualitative summary of interactions with other professional agencies and individuals in support of counseling work
- g. Samples of work including:
 - (1) Copies of all presentation outlines
 - (2) One or more samples of assessments
 - (3) One or more samples of treatment plans
 - (4) One or more samples of termination summaries completed
 - (5) Selected samples of counseling notes
 - (6) Samples of any other documents that reflect the nature and quality of counseling activity
- h. A qualitative assessment of professional development during the semester, including evaluations of: (a) progress toward stated goals, (b) current strengths as a counselor and (c) directions needed or desired for continued growth as a counselor.

Components of the DPE used in the intervention

1. Group dilemma discussions (Weekly focused discussions). Participants actively engaged in reflection as they read and discussed ethical issues related to the dilemmas presented by the group leaders. They were also encouraged to share examples of ethical dilemmas they were facing at their internship sites. The group leaders facilitated discussions and attempted to evaluate the level of moral reasoning demonstrated by each group member. The leaders verbally reflected on participant's contributions by restating and reflectively questioning so that understanding and acceptance of their perspectives was acknowledged. The intent of the dilemma discussions was to explore differences in counseling strategies, principled reasoning, racial attitudes and perceived multicultural counseling competence. Students were encouraged to explore how their values impacted their perspectives on the dilemmas posed to them.

2. Role taking is one of the most significant components of the DPE model (Sprinthall, 1994). As interns engaged in their roles as helpers in a real world context (the internship site) the intervention using the DPE format provided them with a place to process and construct meaning of their experience. As they struggled with the demands of incorporating knowledge and skills into real practice with clients, interns' experiences at their field sites provided the dissonance and disequilibrium that can lead to psychological growth.

3. Guided reflection: Interns were required to keep weekly journals about their internship experience, about the dilemma discussions, and about their experiences in the internship group. Each week, a specific journal topic was assigned, but students were encouraged to expand their responses as they saw fit to do. The supervisors read weekly

entries and responded by providing written comments designed to evoke further considerations of their responses. There was a combination of support and challenge in these comments. Feedback and guided reflection provided the appropriate levels of support and challenge as described by Reiman and Peace (2002).

4. Balance between the real experience and discussion reflection was maintained by the structure of the class itself. This provided interns with opportunities to reflect on experiences on a weekly basis during their internship.

5. Continuity was achieved by administering the intervention for two consecutive semesters, a nine month period. In addition to the role of counselor intern, challenge was provided by field assignments in which interns actualized training goals in videotaped counseling sessions. Opportunities for sufficient support and feedback came through the frequency of journaling, and individual and large group reflection on these sessions.

Special Considerations

Due to heightened anxiety surrounding the new role as counselor interns, accompanied by focused discussions of privilege, cultural competence, racism, and moral dilemmas, the instructors created a safe classroom atmosphere. In order for interns to benefit from this experience, they needed to feel comfortable to openly share and discuss their views on controversial subjects involving the counseling process.

Sequence of Journal Topics and Focused Discussions

Journal Due September 21

As you read the description of the stages of an internship, did any thing seem remotely familiar? Did the stages remind you of any other experiences you have had? As you read about the stages, did any one in particular stick in your mind or attract your attention? Why? (Journals adapted from Sweitzer & King, 2004).

Focused Discussion for September 21

Think about the issues raised for you by your understanding of the stages, and discuss your thoughts. Are there issues that the stages do not obviously address? What are your thoughts about knowing about these stages at this point in your placement?

Journal Due September 28

Review the areas of values discussed in the book. How many of them are areas about which you have strong feelings? Are there other core values for you that are not listed? Have your feelings about any of these issues changed over the years? Why do you think that happened?

Focused Discussion for September 28

Make a list of all subgroups you belong to (race, gender, class, etc.). Next to each one, note whether it is a dominant or subordinate group and rate it 1-5 (low to high) depending on how strongly you identify with that group. Explain each of your ratings.

Journal Due October 5

How much predictability and structure do you think you will need from an internship in order to feel comfortable? Do you have any idea yet whether the setting you have chosen will meet those needs? Have you experienced feelings of fraudulence in your role as an intern? Do you ever feel like an imposter and fear being discovered as less competent than you should be and appear to be? Discuss your experiences with this phenomenon.

Focused Discussion for October 5

Anonymously make a list of both your anticipations-things that give you feelings of hope and excitement- and your anxieties- things that give you feelings of apprehension. These lists will be copied and distributed in class for a discussion of similarities and differences.

No class October 12 – Fall Break

Journal Due October 19

Reflect back upon your internship experience thus far.

Focused Discussion for October 19

Make a list of the populations you are working with. Create a list of stereotypes that society has about each group. Remember that you are not being asked whether you subscribe to these stereotypes, just what they are. In class we will continue brainstorming and talk about where we think these stereotypes come from.

Journal due October 26

Now that you have gotten to know the clients a little bit, how have your initial impressions changed? Or have they remained the same? In what ways are your clients different from you? What do you have in common with them?

Focused discussion for October 26

Where do you stand on the issue of euthanasia? Should people have a right to die? Is it ever ok to help someone end his or her life? Be prepared to talk about this issue, where you stand and why. We will watch a short video clip to prompt our discussion.

Video vignette of two elderly friends talking about their serious health concerns. During the conversation friend 1 confides to friend 2 that she is considering ending her life, and she would like her friend to help her commit suicide. Friend 2 then discusses the moral dilemma with her daughter, and the pros and cons of how this decision would affect her are presented. What should friend 2 do?

Journal Due November 2

well and under what circumstances do you respond to dissonance? See if you can come up with one example of handling it well and one where it threw you. How much dissonance are you anticipating in your internship, and in what form?

Focused Discussion for November 2

Kate is a “right to life” supporter, both politically and religiously. She belongs to a church that regularly pickets abortion clinics and has regularly participated in such protests. She does not condone violence against physicians or abortion clinic employees, but she does support her right to exercise free speech. She is currently employed at an agency that offers general counseling to any woman who walks in the door. All women are entitled to a reduced fee scale in what is considered to be a clinically objective atmosphere. One day a woman (who is 4 weeks pregnant) comes in for abortion counseling. Her mind is not made up. She wants to consider the ramifications of all her options rather than feel pressured to select a particular alternative. Kate is not married. The client is not married. Can Kate have a definite point of view and still be clinically objective?

Journal Due November 9

See Sweitzer Chapter 5. Look at the “What Ifs” listed on pg 84. Which ones seem most familiar to you? Which three or four have you experienced? Write about these experiences and your reactions to them.

Focused Discussion for November 9

Melissa comes from a family where her father and mother were alcoholics. She hates liquor and married a man who never touches alcohol. The thought, sight, or smell of any liquor makes her ill. When she enrolled in graduate school, she resolved to take any type case, but not addictions of any classification, including drugs, smoking or drinking. Recently, her husband, an engineer, was transferred to a new community. The only therapy position available is treating the high-risk alcoholic population. She and her husband need a second income. Should Melissa apply for the job?

Journal Due November 16

See Sweitzer pp 127-128 "Patterns of Adjustment." Which patterns of adjustment do you recognize in yourself?

Focused Discussion for November 16

Melissa comes from a dysfunctional family where her father and mother were alcoholics. She hates liquor and married a man who never touches alcohol. The thought, sight, or smell of any liquor makes her ill. When she enrolled in graduate school, she resolved to take any type case, but not addictions of any classification, including drugs, smoking or drinking. Recently, her husband, an engineer, was transferred to a new community. The only therapy position available is treating the high-risk alcoholic population. She and her husband need a second income. Should Melissa apply for the job?

Journal Due November 23

Does your individual supervisor follow a structured format? Please describe a typical supervision session. Who decides what will be discussed? If you don't have any particular questions or concerns, will your supervisor bring up topics?

Focused Discussion for November 23

During the course of counseling your clients express the following statements. Read each statement and then use the questions that follow as a guide for discussion.

1. This marriage of mine is at a dead end; we're not even looking at each other. I'd get out tomorrow, but what am I gonna do about the kids; she's murder on them. I can't stand the thought of what my leaving them with her would do to them.

2. My husband has had several jobs, but has decided he'd like to stop working. We bought a farm so he would have some things to do while I work. I am concerned about money, since he is still supporting his three kids from his first marriage. I didn't even want the farm but I am afraid that if I complain or disagree I will lose him. You know I have already been married once before!

What values do you hold regarding marriage, divorce, and marital roles that could potentially affect your working with each of these clients? If you hold strong value

positions do you think you can interact honestly and in a non-influential manner in assisting clients to freely formulate their decisions? How?

Journal Due November 30

What kinds of challenges are you expecting/experiencing from clients? Include general as well as specific challenges (i.e., those that pertain to one particular client). Why do you think these behaviors and issues will challenge you? Think about yourself. Is there something about you that makes these issues and behaviors especially troublesome?

Focused Discussion for November 30

John is a counselor working in an outpatient mental health clinic at an army base. A young, military, junior enlisted woman comes to his office stating she is agitated, angry, and scared. She is the mother of two small children, ages 3 years and 7 months, and the spouse of a non-active-duty member. She is a member of a unit scheduled to deploy on a six-month tour of duty in three weeks. She holds a high-level security clearance. She tells John that her husband abandoned her last week and there is nobody available to watch her children during her six-month absence. Her Treatment Plan has not been modified to reflect the husband's abandonment.

While in the military for only several years, she has an excellent military record and plans on making the military a career. She wants to talk with somebody about the situation and has come to John for help and guidance. She does not want to turn to her family for help because they disapprove of her inter-racial marriage. She is not sure what John can do for her, but feels desperate. She states that with John's help she can resolve the issue herself. She is looking forward to the upcoming mission and does not want to be left behind. Finally, she asks John not to tell her unit, because she is afraid it will hurt her career. She says her commanding officer is not flexible and will be angry with her.

John is faced with the dilemma of honoring her request for privacy and confidentiality or reporting the situation to her unit. Again, John is faced with conflicting moral choices: mission or client? In addition, because John has not worked with this unit before, he does not know how the unit commander will handle the issue. Therefore, this magnifies his dilemma because he must choose the best moral course of action without knowing in advance the outcome of the decision for his client.

Journal Due December 7

What aspects of yourself are you willing to share with clients? What aspects are you unwilling to share and/or seem inappropriate to share with this particular population? How will you respond if you are asked about these areas? Have clients challenged your credentials? If so, how? If not, how do you think they might do so?

Focused Discussion for December 7

Please bring Sweitzer and King to class –we will discuss pp. 98-107.

As a group we will discuss the meaning of the word acceptance. Be prepared to talk about what the word means to you (with regards to the chapter), and how you know when you are and are not accepted. We will then discuss what it might mean for the various client groups with whom you are interacting.

Journal Due February 1

How do your coworkers seem to be responding to you? How do you feel about that response? What cultural differences/similarities have you noticed between you and your coworkers? How does this affect your interactions?

Focused Discussion for February 1 (adapted from Vontress, Johnson, & Epp,1999).

A 21 year old African American woman, Susan, is admitted to a psychiatric hospital. This is her first exposure to hospitalization or mental health care. She had gone to a counselor once, but reported that she did not feel comfortable discussing her issues with him. The counselor who was assigned to her case, an African American woman, was only employed as short term temporary help at the hospital. Susan tells the counselor that she is the first person that she has trusted and to whom she could discuss her personal and family issues. Her adoptive parents, a white couple, have difficulty understanding and accepting her and offer very little positive reinforcement. Upon discharge, Susan states that she would like to be friends with the counselor and asks her if she can keep in touch with her and occasionally meet to talk with her. In preparation for her discharge the counselor refers Susan for aftercare counseling services with a licensed counselor (Vontress, Johnson, & Epp,1999).

Points for discussion:

What should the counselor do? Why? Do you think there is a right or wrong course of action for the counselor to take in this situation? Does it matter that both the counselor and the client are African American women? What if the counselor were white? What if the aftercare counselor is white? African American?

Journal Due February 15

Do getting your needs met, handling your impulses, finishing what you start, or feeling competent seem like particularly important areas for you? How might these issues arise at your internship, and what will you have to be careful of? Review Chapter 3 if you get stuck.

Focused Discussion for February 15 (adapted from Vontress, Johnson, & Epp,1999).

Dr. Stevens is a heterosexual counselor in private practice. Her practice has been limited to couples contemplating divorce, and she has a fine community reputation for reconciling couples in troubled marriages. On the third visit, John, a married client, asks

whether he can bring a friend. Dr. Stevens reluctantly says “yes” and John appears that the next session with Joe, his significant other. Dr. Stevens has had no experience with gay clients and is very uncomfortable as the men sit in her office holding hands. However, she is convinced that John needs therapy to help with his marriage and with a plethora of newly discovered other problems. As the session continues, her discomfort grows. What should Dr. Stevens do next?

Journal Due February 22

Do your positive and negative reactions to supervision fit into any patterns in your life? For example, are some of the things that make you uncomfortable in supervision also things that make you uncomfortable in other areas of your life? Are you happy with these patterns?

Focused Discussion for February 22

Judy is a card carrying Republican and supporter of George W. Bush. Her client is an enthusiastic Democrat, but that does not seem to make any difference to either of them. The therapy is effective and competent. Her client, Bill, knows Judy’s political leanings by seeing her picture in the news, but he brushes it off. One day, after a session, Judy sees Bill walk slowly by her car and stop for a moment when he goes by the front and the rear. She thinks little of it until she heads to the parking lot at the end of the day. There, on both bumpers, appears a huge political sticker: “HILLARY RODHAM CLINTON FOR SENATOR, THE PEOPLE’S CHOICE.” How should Judy react during the next session? Or, should she react at all? Can Judy continue to treat this client without regard to the fact that he is a Democrat?

Journal Due March 1

What has been the most challenging experience you have had with a client who comes from a different culture than you do? How did you deal with your difference? What was the outcome of this case, or if ongoing, how have things changed since you began work with this client?

Focused Discussion for March 1 (adapted from Vontress, Johnson, & Epp,1999).

A family counselor had been working with a bi-racial couple, which consisted of the parents who had been married 14 years, and their two children: a 10 year old daughter and 12 year old son. The children had been reported as having behavior and academic problems in school. At home, they constantly fought with each other. The mother had difficulty managing them and the father appeared to be somewhat distant and very focused on his job, which he found challenging and stressful. These factors created conflict in their marriage. After the eighth session the counselor received a phone call from the mother during which she disclosed that she was seriously considering leaving her husband and kids. She made it very clear that she did not want her husband to know

anything about her plans. She stated that she would continue with the family counseling, but also desired to meet secretly with the counselor to explore strategies and develop a plan for leaving. The counselor was in a dilemma because such confidentiality issues had not been discussed as part of the informed consent.

No class March 8 – Spring Break

Journal Due March 15

Reflect back on the experience you've had with the focused discussions so far.

Focused Discussion for March 15 (adapted from Vontress, Johnson, & Epp, 1999).

Carla is a white therapist in a university counseling center. One of her clients, Sara, is a master's student at the university whose husband is a doctoral student. Both are citizens of India. Sara has expressed difficulty concentrating on her studies. During the second session with Sara, Carla notices dark bruises on Sara's arms. When asked about them, Sara said she fell against a door. Carla has read a little about Sara's culture and knows that the husband is considered the dominant one in the marriage, and wife beating is not uncommon. In an effort to demonstrate respect for the culture, Carla does not pursue the possibility of Sara's being battered. What do you make of this?

Journal Due March 22

When it is time to go to your internship site, how do you usually feel? Be honest. Has that changed over the course of the year? If so, what do you make of that change?

Focused Discussion for March 22 (adapted from Vontress, Johnson, & Epp, 1999).

Marjorie identifies herself as a feminist therapist. As a result, Shirley, a lesbian, decided Marjorie would probably be an appropriate therapist for her issues with her mother. During the first five sessions, Marjorie was very facilitative, and Shirley was pleased with her progress. At the sixth session, Shirley talked about her partner, Ann. This was the first time Marjorie had any idea that Shirley was a lesbian and soon found herself thinking about Shirley's issues with her mother in different ways. She now viewed Shirley as questioning her sexuality and began to redirect therapy into discussions about Shirley's choice to be lesbian. What do you make of this?
As a self-proclaimed "feminist therapist" did Marjorie misrepresent herself?

Journal Due March 29

Using the 8 steps to creating change model beginning on p. 196, describe an issue that is problematic at your internship, and how you can work through it. You don't have to be as exhaustive as the example in the book, but it should be meaningful to you.

Focused Discussion for March 29

We will share our examples from this week's Journal and describe what we are doing about it according to the 8 steps to creating change model.

Journal Due April 5

Are there clients you are beginning to feel close to? Are there some you have had a hard time connecting with? What are your ideas about why? What is the impact of race, gender, class, sexual orientation, etc. on these relationships?

No Focused Discussion for April 5 (Post-test)

Journal Due April 12

Take a moment to think about just how fulfilled you are with your internship. What aspects of your experience contribute to this sense of fulfillment? Which aspects tend to interfere with it?

Focused Discussion for April 12 (Corey, Corey, & Callanan, 2003, p. 232)

Joan works in a hospital as a counselor and has been assigned a client from Cambodia whom the physician, a white male, has labeled "uncooperative." Mekala has come in for prenatal care but will not let the doctor do an internal examination. She has also expressed a fear of "needles" and has indicated she will not allow any stitches after the birth. Joan's task, according to the doctor, is to make the patient understand what is necessary for her to allow the hospital to do for a healthy delivery. What should Joan do next?

Journal Due April 19

"Human beings love to divide the world and its inhabitants into pairs of opposites," wrote Carol Tavris (1992, p.90). We often have mirror-image stereotypes: opposite notions of two groups simultaneously (if men are warlike, women must be peaceful). Have you noticed any other examples of mirror-image stereotyping? For example, is a group you belong to often described in contrast to some other group? Think about the way people talk about Republicans and Democrats, Greeks and Independents, Rich and Poor. Do the mirror-image stereotypes distort reality in harmless or dangerous ways?

Focused Discussion for April 19 (Corey, Corey, & Callanan, 2003, p. 313)

Olga is a 30 year old, English speaking Latina who is a law student. She is a highly acculturated, third generation Mexican-American woman with professional status. Her clinical picture includes symptoms of anxiety and depression. After an initial evaluation, her therapist Ruth, referred her for a psychopharmacological consultation. Olga was diagnosed as having both depression and panic attacks and was placed on Paxil.

However, after a week on Paxil, Olga complained of not being able to eat certain foods while on that medication, and thus, stopped the medication on her own. Instead she began taking a home remedy that her aunt from Mexico had sent her for her symptoms. When Ruth asked her about this decision, Olga said that it is common practice among Latinos to share medications among relatives. Olga stated that she was feeling better using such a remedy. Ruth recommended that Olga inform her doctor of her decision and she agreed to do so. One month later she received a phone call from an emergency room stating that Olga had had an adverse drug reaction. Did Ruth do anything wrong? What should she do next?

Journal Due April 26

What do you think of social action as part of healthy psychology? Do you participate in activities that contribute to the larger society? If so, do they also contribute to your mental health? How? Would you encourage a client to take part in social action as an addition to his or her therapy—for example, by communicating your approval of an African-American student's plan to join the Black Students Association on campus?

Focused Discussion for April 26 (Corey, Corey, & Callanan, 2003, p. 457)

Maribel is the director of a community clinic in an inner-city neighborhood. Her agency provides birth control counseling and funding for abortions for low income women. As the time approaches for her to submit her request for financing to the state government, she is contacted by a local politician who is adamantly opposed to abortion. He informs her that if she requests funding for abortion he will do everything in his power not only to deny the money but also to reduce the overall funding for the agency. Faced with the prospect of radically reduced funds, Maribel omits her request for money for abortion services. In light of the threats that were made, did Maribel act in the best interests of her community? Can you see any justification for her action? Do you think her decision was the best possible one in this situation?

What would you have done in her place?

Journal Due May 3

You've been through quite a lot this year during internship. How have you changed in the past nine months? What areas of personal and professional growth do you still need to work on? How will you do this?

Focused Discussion for May 3 (Corey, Corey, & Callanan, p. 467)

Ronnie, an African American student, moved with his family into a mostly white community and attends high school there. Almost immediately he becomes the butt of racial jokes and experiences social isolation. A teacher notices this and sends him to the school counselor. It is evident to the counselor that Ronnie is being discriminated against, not only by students but by some of the faculty. She determines that it would be much more practical to help Ronnie learn to ignore the prejudice than try to change the racist

attitudes of the school. What do you think of the counselor's decision? By not addressing the problem, is the counselor part of the problem? What would you do in this situation?

Comparison Groups Syllabi

Comparison Group 1 Syllabus

I. General Information:

A. Purpose: The purpose of the Internship Seminar is to help students integrate theory and practice by reinforcing knowledge acquired in previous courses. The seminar offers students an opportunity to discuss issues that arise in their Internship setting, including but not limited to, dynamics of social service agencies, counseling skills and theories, assessments, diagnoses, ethics, multicultural issues, case management, termination, resistance, psychosocial issues, supervision and burnout. In addition, the Seminar will be developed according to the needs of the students in the class and will focus on the unique issues faced by the students in their Internship placements. In essence, the Internship Seminar will function as a collegial support group for students currently in Internship placements.

B. Credits: Six (6) semester hours over the course of two semesters

C. Registration Procedures: All students must complete the necessary paperwork for enrollment in Internship and complete the Application for Enrollment in Practicum/Internship (see p.33) by the date indicated on the form. Details to be discussed in class.

D. Grading Procedures: Students will receive a grade of IP (in progress) after the first semester of the Internship. The IP grade will be changed at the end of the second semester Internship experience and should be reflective of the final grade. Students who do not display appropriate skill level may be asked to withdraw from the course and/or complete additional coursework and assignments to improve skill levels. Students may also be required to repeat the first semester internship.

II. Course Objectives:

Upon successful completion of the course, the student is expected to be able to:

1. Describe various organizational issues that arise in social service settings that impact service delivery.
2. Demonstrate their knowledge and awareness of community and individual issues which impacts clients, including but not limited to SES, unemployment, aging, sex, culture, disabilities;
3. Critically evaluate and problem solve ethical dilemmas as they arise in the internship setting.
4. Conduct oral and written case presentations.

5. Discuss and describe issues and conditions surrounding client termination.
6. Identify patterns of resistance to treatment and build a source of intervention strategies to approach resistant clients and staff;
7. Define factors leading to and understand ways to decrease burnout.
8. Provide a forum for interaction and support with peers in class.
9. Continue professional and personal growth through the review of professional literature and how it can be applied into the practice of counseling.
10. Explore the process and options of career opportunities and advancement.

III. Instructional Procedures:

This course will meet one time per week and will be taught in a seminar fashion. Teaching methods will include lecture, large and small group discussions, readings, case presentations, and various experiential activities for continued personal and professional growth. Students will be responsible for assigned reading materials. Class meetings will not necessarily reiterate the readings unless there is a need for discussion as to how it relates to internship experiences. Therefore it is expected that students ask questions not understood in assigned readings.

IV. Required Text:

American Psychiatric Association (1994). *Diagnostic and Statistical Manual of Mental Disorders-TM* (4th edition). American Psychiatric Association: Washington, DC.

V. Course Requirements:

1. **Confidentiality:** It is expected that the same guidelines outlined during Practicum concerning confidentiality will be adhered to during your Internship experience. As a reminder, all information concerning clients and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients and peers. Any discussion concerning clients with fellow classmates and faculty should be conducted in such a manner that the client is protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to clients or other students or if you break ethical or legal standards as established by the Counseling Profession. Prior to the review of any audio/video tape including a client, the student will provide a Consent Form for Taping outlining the purpose of the taping and written permission by the client.
2. **Class Attendance and Participation:** Because of the nature of this course, the class is dependent on your attendance and participation. More than two unexcused absences will result in the loss of your class participation points. Chronic lateness will also result in a reduction in participation points. Arriving for class more than one half hour late will be considered an absence.
3. **Readings/Assignments:** Complete assigned readings and assignments at the times they are due.
4. **Field Experience:** You are required to complete a total of 600 hours over the two semesters you spend in Internship classes. The supervision you receive in class meetings is included in the 600 hours. The remaining (approximately) 520 hours will be discussed during

the first class meeting concerning the number of hours required for various clinical experiences. Ethical, legal, and professional concerns will be handled according to departmental procedures.

5. Topic Presentation: Choose a topic relevant to your Internship and present this in class. Topics will vary and be unique to your experience. You will be expected to lead and facilitate the class in discussions and questions. Approximate length of the presentation will be 45 minutes. Presentations will be graded according to organization, content, clarity, creativity, and use of personal examples/experiences. Due during second semester internship. A detailed outline of the presentation is also required.

6. Journal/Log: It is expected that students maintain a weekly journal, and separate log of hours, summarizing thoughts and reflections of internship/learning experiences. The journal can also be utilized as a tool for recording questions for class discussion. The journal will not be collected but checked throughout the semester and should focus on professional experiences and concerns rather than a reflective journal. The log will document all of your hours.

7. Case Presentations: Each student will present two clinical cases each semester. It is expected that students will conduct an oral presentation and provide the class with a written case report. A format for presentations will be provided.

8. Professional Liability: Students are required to obtain and provide verification of current professional liability insurance prior to working with clients.

9. Taping: Students are required to participate in a minimum of three audio/video tapings in their settings and to share these clinical tapes during supervision.

Confidentiality and permission to tape will be reviewed in class.

10. Professional Portfolio: This portfolio will be an accumulation of paper and documentation relevant to the counseling profession and individual to each student. Items in the portfolio must include required client/counselor documentation necessary to meet HIPPA compliancy but will also integrate various individualized items unique to each student. The portfolio requirement will be discussed in detail over the course of the semester.

VI. Evaluation and Grading:

Internship performance	50%
(On-site supervisor 30%/ university supervisor 20%)	
Professional Portfolio	10%
Class Attendance/Participation	10%
Presentation/Paper	10%
Case Presentations	10%
Audio/Video Tapes	10%

Final internship grades are calculated as follows:

93-100 A	87-89 B+	77-79 C+	0-69 F
90-92 A-	83-86 B	73-76 C	
80-82 B-	70-72 C		

DATE	TOPIC
8/31	Introduction; Case Study Scheduling; Timesheets; Expectations; Review Syllabus; Text; Supervision Process; Discussion of Practice Exam: Professional Portfolio
9/7	Starting the Internship; First Impressions; Topic Discussion: Ethical and legal concerns: Client and professional boundaries
9/14	Individual sessions
9/21	Topic Discussion: Ethical and legal concerns: Suicide Risk Assessment Learning Contracts Due
9/28	NCE-GSA
10/5	Case Presentations; discussion of experiences Topic discussion: Safety issues
10/12	Fall Break: No Class
10/19	Case Presentations; discussion of experiences Topic Discussion: Theoretical Orientations
10/26	Case Presentations; discussion of experiences Topic Discussion: Licensing and Credentialling
11/2	Case Presentations; discussion of experiences
11/9	Individual Sessions
11/16	Case Presentations; discussion of experiences
11/23	Case Presentations; discussion of experiences
11/30	Case Presentations; discussion of experiences
12/7	Last day of class: Individual Sessions

Comparison Group 2 Syllabus

Course Description: This course is an intensive, year-long, counseling internship in an agency or school setting under close supervision; a full-time experience.

Prerequisites: Students will have been admitted to candidacy status and will be in their final semester of studies.

Course Objectives and Expected Learning Outcomes:

This course is designed to provide students an on-site training experience under the direct supervision of an experienced counselor. Students who successfully complete this course will demonstrate the ability to:

1. employ a variety of counseling skills and techniques in directly assisting clients.
2. generate a variety of professional services and case management activities in support of direct client care.
3. execute group/individual counseling behaviors and techniques that are appropriate to the resources and the treatment philosophy of their particular field setting.
4. access the administrative functions and program structures within their field setting.
5. create and maintain relevant case notes, mental status exams, psychosocial histories, case reviews, and treatment plans that accurately synthesize the various clinical aspects of their clients' issues and problems.
6. implement effective consultation activities when coordinating services with families, schools, community resources, and other relevant institutions.

Purpose of the Course:

The internship is a planned educational "capstone" experience in which the intern is expected to participate fully as a counselor-in-training in the activities which are integral to the field site in which the internship occurs. This course, required for those seeking an M.Ed. in Community Counseling, is listed as an essential requirement by our professional accrediting body (CACREP), the National Board of Certified Counselors, and the Virginia Board of Counselors.

Required Course Materials:

Zuckerman, E.L. (2000). *The clinician's thesaurus, 5th edition*. New York: Guilford Press.

Methods of Instruction:

In compliance with CACREP guidelines, instruction for this course will comprise a cooperative partnership between the on-site supervisor and the faculty supervisor. The on-site supervisor will be responsible for directing the intern's day-to-day counseling activities, and

the faculty supervisor will meet with students on a weekly basis in a seminar format. The on-site supervisor and faculty supervisor will provide the collaborative supervision/ training when the student is confronted with ethical/reporting/legal/ emergency situations.

Course Requirements:

Class Attendance: Weekly attendance and punctuality is critical to the understanding of the presented material and class assignments. As the pace of the course will be somewhat rapid and presented material will not be repeated, any anticipated absences should be discussed in writing and in advance with your instructor. Missing more than two classes will result in an unsatisfactory grade in the course. Inclement weather that results in the closing of the College will postpone due dates until the next regularly scheduled class period. Because of the uncertainty of the weather and the possibility of combining more than one week's activity into a single class session, students will continue to prepare for the weekly activities outlined in the syllabus. Students should check the College's Snow Line in order to determine the College's status during inclement weather. Please check email daily as your instructor will use this as a form of communication between class sessions.

In-class Discussions: An interactive-lecture format will be used in the presentation of new course material. Interaction with your professor and members of the class is a primary component in the learning process and is required. More importantly, the interaction allows us to mutually explore the core components of each concept and theory and to examine the relative merit of each approach in the provision of counseling and therapeutic services. Group discussion further deepens the learning process which will assist you during the course and will aid you later in your professional practice and state/national examinations. The instructor recognizes that levels of assertiveness tend to vary among individuals, and this will be taken into consideration during the grading process. Classroom participation will be evaluated upon your ability to mount a substantive exploration of each theory and idea under discussion. You are scholars. Questions are helpful. Challenges promote growth. Your interpretations, modifications, and ideas will expand our understanding of the issues.

Activities and Assignments

Students will:

- Complete a minimum of 600 hours of counseling activities at the placement site that includes a minimum of 240 hours of direct client contact at the placement site.
- Maintain a schedule of professional on-site activities which will be finalized on the Friday prior to each on-site work week and maintained throughout the week.
- Complete an internship time log which is signed by the on-site supervisor every 2 weeks.
- Provide weekly internship journal entries that span the internship experience.
- Maintain an ongoing self-critique process which involves at least one case evaluation each week. Contact the site and faculty supervisor immediately in the event of any ethical/abuse concerns.

- Participate in the group seminars which will be held weekly.
- Each intern will be responsible for presenting 2 videotapes of counseling sessions for peer critique and providing a case presentation concerning a client or group.
- Submit a full log of activities at the conclusion of the internship in the form of an internship folder. The folder will include copies of materials used during the internship.

Case Presentations: Students will be responsible for a minimum of two formal case presentations. Each presented case must involve a current client/ couple/family and represent a case in which the client(s) is struggling with a fairly complex psychological, developmental, and/or social concerns. The case presentations will simulate the case review format required by most counseling facilities. The focus of the format is to address concerns related to accountability, continuity of care, and the responsible treatment of people suffering from emotional disorders. Your presentations will include:

1. A minimum of two video-taped counseling sessions which typify the client's concerns and your attempts to therapeutically assist the client in the amelioration of these issues;
2. A formally prepared psychosocial history* which provides a comprehensive overview of the developmental history of the client;
3. A treatment plan* which outlines the client's presenting concerns, underlying psychological/social issues and your detailed plan identifying the progression and course of treatment (interns should provide a rationale for their treatment based upon relevant related readings re: the disorder and consultation with their internship supervisor);
4. A comprehensive case summary*.

*The preparation and use of these documents will be explained in class.

All presented documents must be typed (utilizing APA margins) and sufficient copies must be reproduced so that each class member receives one copy of all materials. For reasons of confidentiality, all copies of client reports and summaries will be identified as such and will be collected and destroyed by the presenting interns before leaving class on the evenings of their presentations.

Interns are encouraged, but not required, to present cases that they are currently struggling with. The rationale for this approach is that the presentation of difficult cases provides a forum in which all students can learn and reinforces the value of the consultation model as a key component to quality assurance in the provision of mental health services.

It is apparent that, because of the confidential nature of this exercise, a release of information must be signed by your clients acknowledging that their case will be utilized as an educational tool in a classroom presentation. The release of information form

should specify the intent of the exercise and include an acknowledgment that the sessions will be videotaped. Further, the release should indicate that the client's participation is voluntary and is not a condition for receiving services at the internship site. It should further state that their participation can be withdrawn at any time, without negative consequences. In the preparation of the case summary, every effort should be made to "sanitize" the case presentation so as not to reveal the true identity of the client. In some cases, this will be unavoidable.

Directed Readings: At the conclusion of the internship, interns will submit a reading list to their faculty supervisor. It is expected that each list will focus on the emotional and psychological concerns of the intern's clients. Readings may focus on etiologies of the disorders and/or the counseling methods designed to ameliorate the concern or manage the client's symptoms. Students will be expected to cite the title, author, publisher, and page references and will complete a minimum of 1,000 pages directed readings during the semester.

Attendance: Students will be expected to attend each class throughout the semester. Missed classes must be made up individually with the site supervisor. Because the course is based intentionally on a seminar format, students missing more than two classes will be dis-enrolled and will repeat the course.

Evaluations: Students will be subject to a minimum of three formal evaluations during their internships which will be completed by their on-site supervisor. Students will receive the evaluations at the beginning of the course and will become familiar with the standards for assessment (see Appendices C-1, C-2a, C-2b in the Internship Manual). These evaluations will be discussed in-depth during site visits by the faculty supervisor with the on-site supervisor and the student. Training concerns, areas for growth, and career development will also be discussed during these meetings.

Grading Policies: The internship is graded as an S = Satisfactory or a U = Unsatisfactory. Grades are assigned by the faculty supervisor in conjunction with the site supervisor and will be contingent upon the student's ability to satisfactorily meet the goals, requirements, and conditions listed above.

Accommodations: The College will make reasonable accommodations for persons with documented disabilities. Students should notify the Learning Resources Coordinator located in the Academic Advising Office and their instructors of any special needs. Instructors should be notified by the third week of classes.

Chapter Five

Results and Data Analysis

This chapter provides a summary of the results of this study. Three hypotheses were proposed regarding the effect of the independent variable (multiculturally infused DPE) on the dependent variables (moral development, ego development, and multicultural knowledge and awareness) of counselor interns. Participants in the intervention group were compared to two groups of counselor interns who did not participate in a DPE intervention. Additional hypotheses examined the relationship between moral development, ego development, and white racial identity development.

Participants

Demographics

The original sample consisted of 33 community counseling interns. Three participants, who were African-American, Latina-American, and Asian-American, were not included in the final sample. Participants ranged in age from 24 to 55 years, and the mean age was 31.7 years. The sample was 80% female (n=24) and 20% male (n=6). At the time of the study, 60% of participants (n=18) had not previously taken a multicultural counseling course, while 40% (n=12) of participants had taken one multicultural counseling course.

The intervention group participants were comprised of the accessible population of graduate counseling students enrolled in their culminating CACREP internship during the 2004-2005 academic year. The class met every Tuesday morning from 8:30 AM until 11:00 AM for a total of 30 weeks over two semesters. The intervention group consisted of nine women and one man. Ages ranged from 24 years to 48 years with a mean age of

29.7 years. The modal age was 25 (N=4). Participants' race was self-identified as Caucasian (N=8), Latina (N=1), and Asian (N=1). In the final sample (N=8), two participants had previously taken a multicultural counseling course, while the remainder of the sample was concurrently enrolled in a multicultural counseling course during the spring semester of the study.

The first comparison group consisted of eleven counseling interns, with nine women and two men. Ages ranged from 24 years to 50 years with a mean age of 34.9 years. The modal age for comparison group 1 was 28 years (N=3). The participants' race was self-identified as Caucasian (N=10) and African-American (N=1). In the final sample (N=10), six participants had taken a multicultural counseling course, while four participants had not taken such a course. The four participants who had not yet taken a multicultural counseling course indicated that they would be taking one during the spring semester of 2005.

The second comparison group consisted of twelve counseling interns, with ten women and two men. Ages ranged from 22 years to 48 years with a mean age of 30.0 years. The modal age for comparison group 2 was 24 years (N=3). The participants' race was self-identified as Caucasian (N=12). Ten participants had previously taken a multicultural counseling course, while two participants had not taken such a course. The two participants who had not yet taken a multicultural counseling course indicated that they would be taking one during the spring semester of 2005.

Sample Integrity

Sample integrity was maintained throughout the study, as all participants in the intervention group, as well as the comparison groups, completed both the pre-test and the

post-test measures. As previously mentioned, only white counselor interns were the focus of this study; therefore, the intervention group was reduced to a sample size of eight, while comparison groups 1 and 2 were each comprised of ten and twelve interns, respectively.

Pre-existing differences

As groups were not randomly selected, five separate analyses of variance (ANOVAs) were conducted to determine if groups significantly differed on the pre-test measures for the DIT-2 (P and N2 score), SCT, and MCKAS (Knowledge and Awareness subscales). Due to unequal sample sizes, a Levine's test of homogeneity of variances was also conducted. Each analysis of variance revealed equal variances across groups for all five measures. Non-significant Levine statistics (L) were found for the ANOVA of the DIT-2 P pre-test scores ($L = .574, p > .01$), DIT-2 N2 pre-test scores ($L = 1.655, p > .01$), SCT pre-test scores ($L = 1.649, p > .01$), MCKAS (Knowledge) pre-test scores ($L = 1.422, p > .01$), and MCKAS (Awareness) pre-test scores ($L = .391, p > .01$).

No significant differences were found between the three groups on the P pre-test scores $F(2,28) = .186, p > .01$, N2 pre-test scores $F(2,28) = .434, p > .01$, SCT pre-test scores $F(2,28) = 4.57, p > .01$, MCKAS K scores $F(2,28) = 1.39, p > .01$, and MCKAS A scores $F(2,28) = 1.15, p > .01$. Mean scores on the DIT-2 P pre-test were as follows: Intervention group ($M = 50.0$), Comparison group 1 ($M = 45.8$), and Comparison group 2 ($M = 46.6$). Mean scores on the DIT-2 N2 pre-test were: Intervention group ($M = 49.8$), Comparison group 1 ($M = 44.3$), and Comparison group 2 ($M = 44.7$). Mean scores on the SCT pre-test were: Intervention group ($M = 5.4$), Comparison group 1 ($M = 4.6$), and Comparison group 2 ($M = 5.1$). Mean scores on the MCKAS K pre-test were: Intervention

group (M= 102.7), Comparison group 1 (M= 94), and Comparison group 2 (M=93.7).

Mean scores on the MCKAS A pre-test were: Intervention group (M=68.4), Comparison group 1 (M=70.1), and Comparison group 2 (M=64.5). See Table 3 for a summary of pre-test and post-test mean scores on the dependent measures.

Table 3

Group Means and Standard Deviations for Dependent Measures

Measurement	Intervention Group			Comparison Group 1			Comparison Group 2		
	M	SD	N	M	SD	N	M	SD	N
DIT-2 P pre	50.0	15.5	8	45.8	14.9	10	46.6	18.1	12
DIT-2 P post	55.8	20.1	8	49.2	19.7	10	45.2	17.8	12
DIT-2 N2 pre	49.8	10.8	8	44.3	16.3	10	44.7	16.2	12
DIT-2 N2 post	55.4	14.9	8	47.5	19.6	10	45.5	16.4	12
SCT pre-test	5.4	0.84	8	4.6	0.95	10	5.1	0.79	12
SCT post-test	6.1	0.57	8	5.0	0.67	10	5.4	0.67	12
MCKAS K pre	102.7	9.67	8	94.0	16.6	10	93.7	12.6	12
MCKAS K post	113.5	8.23	8	108.4	16.0	10	98.2	7.8	12
MCKAS A pre	68.4	7.6	8	70.1	7.8	10	64.5	8.4	12
MCKAS A post	74.2	6.1	8	65.0	14.2	10	67.9	6.0	12

Repeated Measures MANOVA

A 3 x 2 repeated measures multivariate analysis of variance (MANOVA) was used to determine differences between the intervention group (N=8), comparison group 1 (N=10), and comparison group 2 (N=12) on the dependent measures (DIT-2, SCT, and

MCKAS). The MANOVA produced significant main effects for group, $F(3, 26) = 3.712$, $p < .05$; eta squared = .30. There was also a significant main effect for time, $F(3, 25) = 11.967$, $p < .05$; eta squared = .59. The MANOVA also produced a significant interaction for group by time, $F(3, 26) = 3.155$, $p < .05$; eta squared = .27. See Table 4 for a summary of the F tests completed. The results of the Univariate follow-up tests are presented with the specific research hypotheses.

Table 4

Repeated Measures MANOVA Summary of F Statistics – Intervention Versus. Comparison Groups

Effect			Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Between Subjects	group	Pillai's Trace	.327	1.697	6.000	52.000	.140	.164
		Wilks' Lambda	.681	1.766	6.000	50.000	.125	.175
		Hotelling's Trace	.457	1.827	6.000	48.000	.114	.186
		Roy's Largest Root	.428	3.712	3.000	26.000	.024	.300
Within Subjects	time	Pillai's Trace	.589	11.967	3.000	25.000	.000	.589
		Wilks' Lambda	.411	11.967	3.000	25.000	.000	.589
		Hotelling's Trace	1.436	11.967	3.000	25.000	.000	.589
		Roy's Largest Root	1.436	11.967	3.000	25.000	.000	.589
	time * group	Pillai's Trace	.277	1.393	6.000	52.000	.235	.139
		Wilks' Lambda	.726	1.449	6.000	50.000	.215	.148
		Hotelling's Trace	.374	1.497	6.000	48.000	.199	.158
		Roy's Largest Root	.364	3.155	3.000	26.000	.042	.267

Review of Hypotheses

Hypothesis 1:

The intervention group will show significantly higher post-test levels of principled reasoning than the comparison groups as measured by the DIT-2 (P and N2 score).

Results:

A 3 X 2 repeated measures, analysis of variance (ANOVA) was used to determine the differences between the intervention group (N=8), comparison group 1 (N=10), and comparison group 2 (N=12) on the DIT-2 post-test (P and N2 score). For the P score, the intervention group (M= 55.8) did not score significantly higher than either comparison group 1 (M= 49.2) or comparison group 2 (M= 45.2), $F(2, 27) = .669, p > .05$. There was a significant main effect for time on the P score, but the effect size was small (eta squared = .15). There were no significant group by time interactions. For the N2 score, the intervention group (M = 55.4) did not score significantly higher than either comparison group 1 (M = 47.5) or comparison group 2 (M = 45.5), $F(2, 27) = .745, p > .01$. There was a significant main effect for time on the N2 score, but again, the effect size was small (eta squared = .17). Research Hypothesis 1 was not supported for either the DIT-2 P or the DIT-2 N2 score (see Tables 5 and 6). A reduction in power resulting from small sample size may have contributed to the lack of significant findings.

Table 5*Means, Standard Deviations, and Between and Within Subjects Effects for DIT-2 (P score)*

Variable	Pre-test		Post-test		Group Total		ANOVA F (2, 27)
	M	SD	M	SD		N	
Intervention Group	50.0	15.5	55.8	20.1	52.9	8	
Comparison Group 1	45.8	14.9	49.2	19.7	47.5	10	
Comparison Group 2	46.6	18.1	45.2	17.8	45.9	12	
Time Total	47.5	16.2	50.1	19.2			
Group							.669
Time							4.72*
Group by Time							3.26

*p< .05

Figure 1

Estimated Marginal Means of DIT-2 (P score)

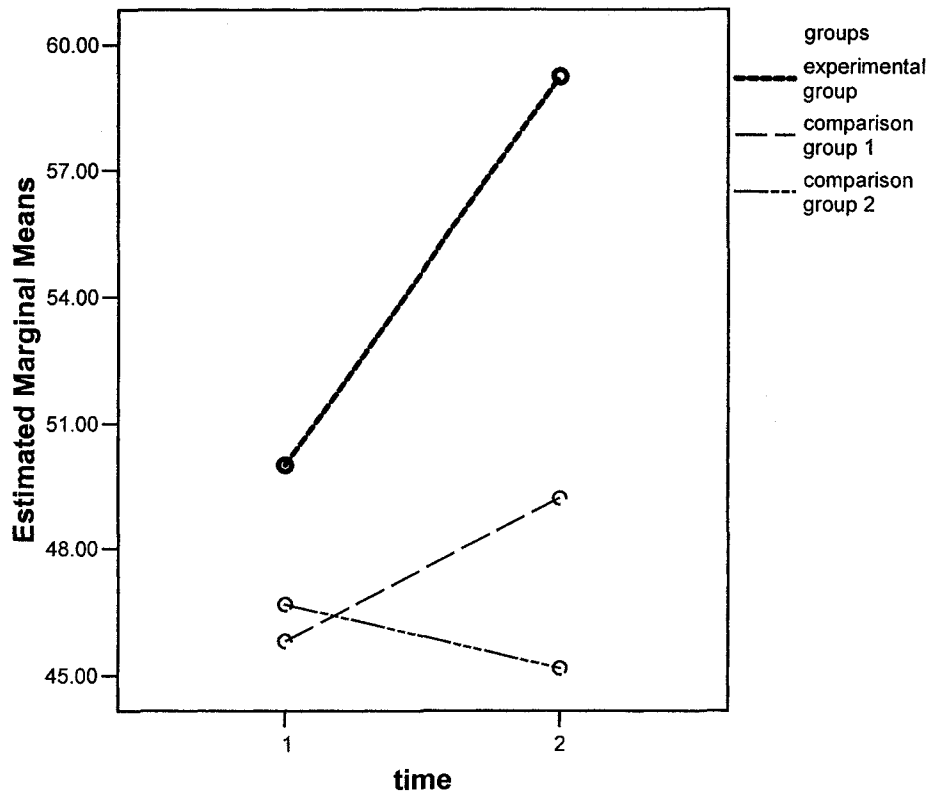


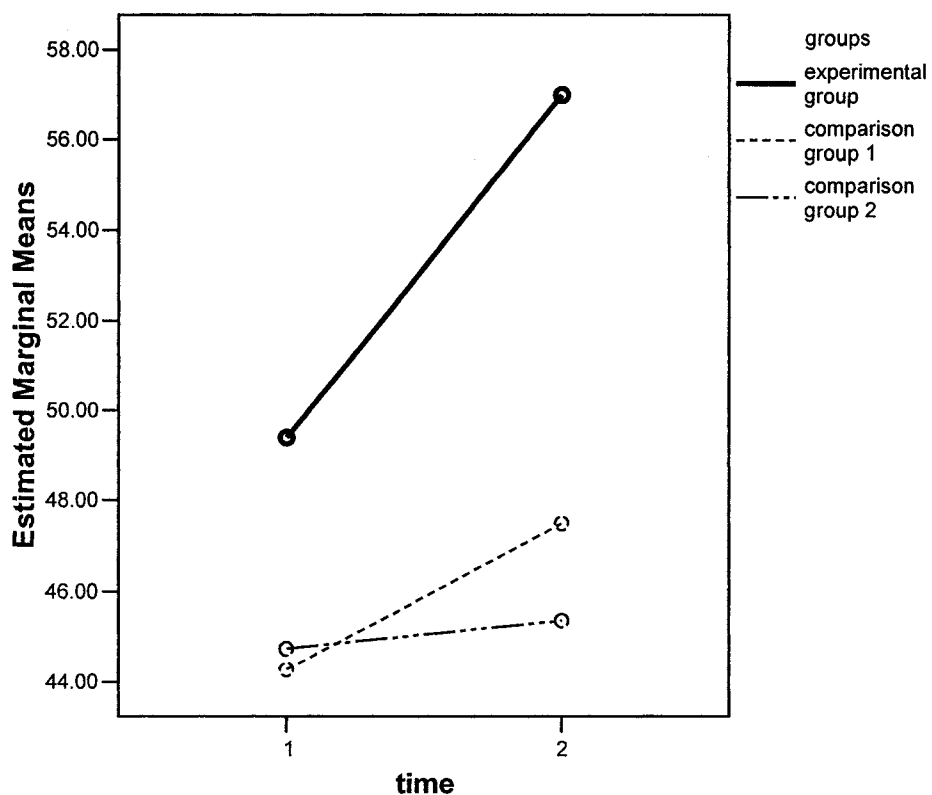
Table 6*Means, Standard Deviations, and Between and Within Subjects Effects for DIT-2 (N2)*

Variable	Pre-test		Post-test		Group Total	N	ANOVA
	M	SD	M	SD			F (2, 27)
Intervention Group	49.8	10.8	55.4	14.9	52.6	8	
Comparison Group 1	44.3	16.3	47.5	19.6	45.9	10	
Comparison Group 2	44.7	16.2	45.5	16.4	45.1	12	
Time Total	46.3	14.4	49.5	16.9			
Group							.745
Time							5.49*
Group by Time							1.52

*p < .05

Figure 2

Estimated Marginal Means of DIT-2 (N2 score)



Hypothesis 2: The intervention group will show significantly higher post-test levels of ego development than the comparison groups as measured by the SCT.

Results:

A 3 X 2 repeated measures, analysis of variance (ANOVA) was used to determine the differences between the intervention group (N=8), comparison group 1 (N=10), and comparison group 2 (N=12) on the post-test SCT. The intervention group (M = 6.1) scored significantly higher than both comparison group 1 (M = 5.0) and comparison

group 2 ($M = 5.4$). There was a significant main effect for group on the SCT, $F(2, 27) = 5.77$, $p = .036$; eta squared = .30. Games-Howell pair-wise comparison revealed the significant difference to be between the intervention group and comparison group 1. There was also a significant main effect for time on the SCT, $F(2, 27) = 19.52$, $p = .00$, eta squared = .42. Effect sizes were moderate, with the main effect for group (eta squared = .30) and the main effect for time (eta squared = .42) for the SCT. There was no significant group by time interaction (see Table 7). These findings partially supported the second hypothesis. For the SCT, the intervention group increased their mean scores by 0.7 points, comparison group 1 increased their mean scores by 0.4 points, while comparison group 2 increased their mean scores by 0.3 points.

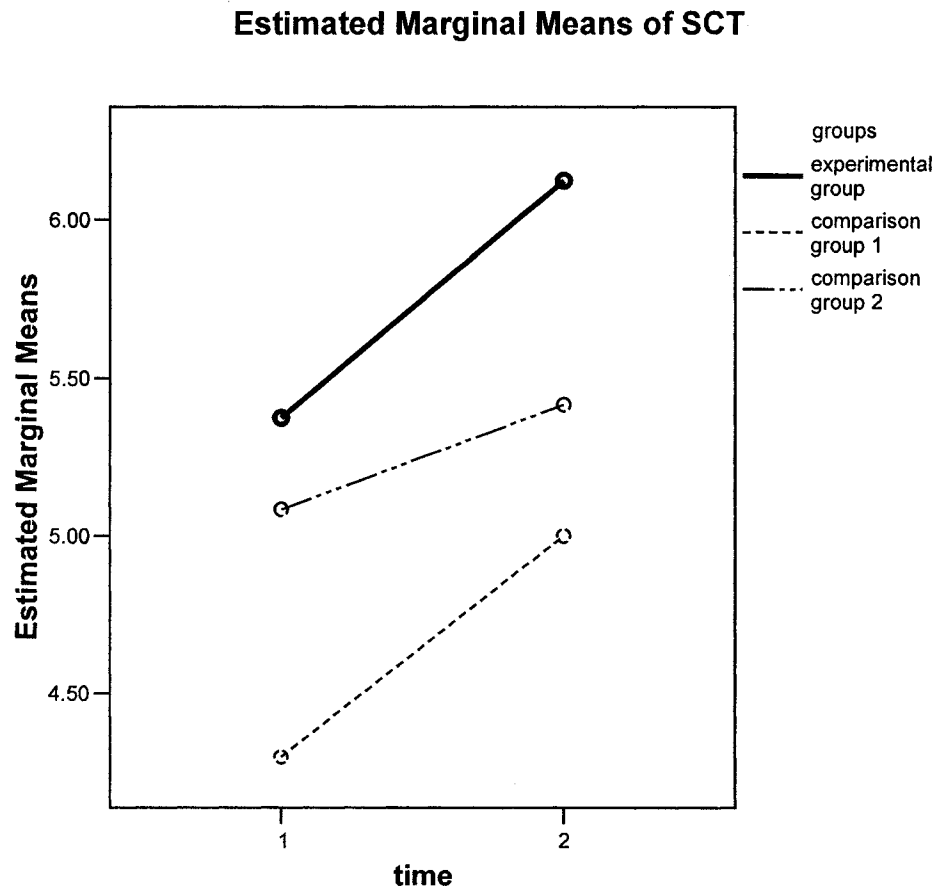
Table 7

Means, Standard Deviations, and Between and Within Subjects Effects for SCT.

Variable	Pre-test		Post-test		Group Total	N	ANOVA F (2, 27)
	M	SD	M	SD			
Intervention Group	5.4	.84	6.1	.57	5.75	8	
Comparison Group 1	4.6	.95	5.0	.67	4.15	10	
Comparison Group 2	5.1	.79	5.4	.67	5.25	12	
Time Total	4.9	.86	5.5	.64			
Group							5.77*
Time							19.52**
Group by Time							1.04

* $p < .05$, ** $p < .01$

Figure 3



Hypothesis 3: The intervention group will show significantly higher post-test scores than the comparison groups on the MCKAS (Knowledge and Awareness subscales).

Results:

A 3 X 2 repeated measures, analysis of variance (ANOVA) was used to determine the differences between the intervention group (N=8), comparison group 1 (N=10), and comparison group 2 (N=12) on the post-test MCKAS (knowledge and awareness

subscales). For the Knowledge scale, the intervention group ($M = 113.5$) did not score significantly higher than comparison group 1 ($M = 108.4$) but did score significantly higher than comparison group 2 ($M = 98.2$), $F(2, 27) = 4.48$, $p < .05$. The effect size was moderate ($\eta^2 = .25$). There was also a significant main effect for time, $F(2, 27) = 10.37$, $p < .05$. The effect size was also moderate ($\eta^2 = .27$). There was no significant group by time interaction (see Table 8). For the Awareness scale, the intervention group ($M = 74.2$) did not score significantly higher than either comparison group 1 ($M = 65.0$) or comparison group 2 ($M = 67.9$). There were no significant group differences, time differences, or time by group interactions found (see Table 9). These findings partially confirmed the third hypothesis. A reduction in power resulting from small sample size may have contributed to the lack of significant findings.

Coefficient alphas for the Knowledge and Awareness subscales were reported by Ponterotto to be .92 and .79, suggesting that distinct constructs are being measured. For the MCKAS Awareness and Knowledge subscales, no figures were provided by the author to indicate when a response should be considered invalid, so responses for each scale were considered invalid if more than 10% of the questions for that particular scale were not answered. In the present study, all 32 participants completed both subscales to such an extent that all responses were considered valid.

Despite the lack of statistical significance between all three groups' post-test MCKAS Knowledge and Awareness scores, the groups showed positive movement in a desired direction from pre-test to post-test, although comparison group 1 decreased its mean score on the Awareness scale. On the Knowledge scale, comparison group 2 had the largest mean gain score of 14.4 points, followed by the intervention group with a

mean gain of 10.7 points, and comparison group 2 with a mean gain of 4.5 points. On the Awareness scale, the intervention group increased its mean score by 5.8 points, comparison group 2 increased its mean score by 3.4 points, and comparison group 1 decreased its mean score by 5.1 points from pre-test to post-test.

Table 8

Means, Standard Deviations, and Between and Within Subjects Effects for MCKAS (Knowledge)

Variable	Pre-test		Post-test		Group Total	N	ANOVA F (2, 27)
	M	SD	M	SD			
Intervention Group	102.7	9.67	113.5	8.23	108.1	8	
Comparison Group 1	94.0	16.6	108.4	16.0	101.2	10	
Comparison Group 2	93.7	12.6	98.2	7.8	95.9	12	
Time Total	96.8	12.9	106.7	10.7			
Group							4.48*
Time							10.37*
Group by Time							1.01

*p<.05

Figure 4

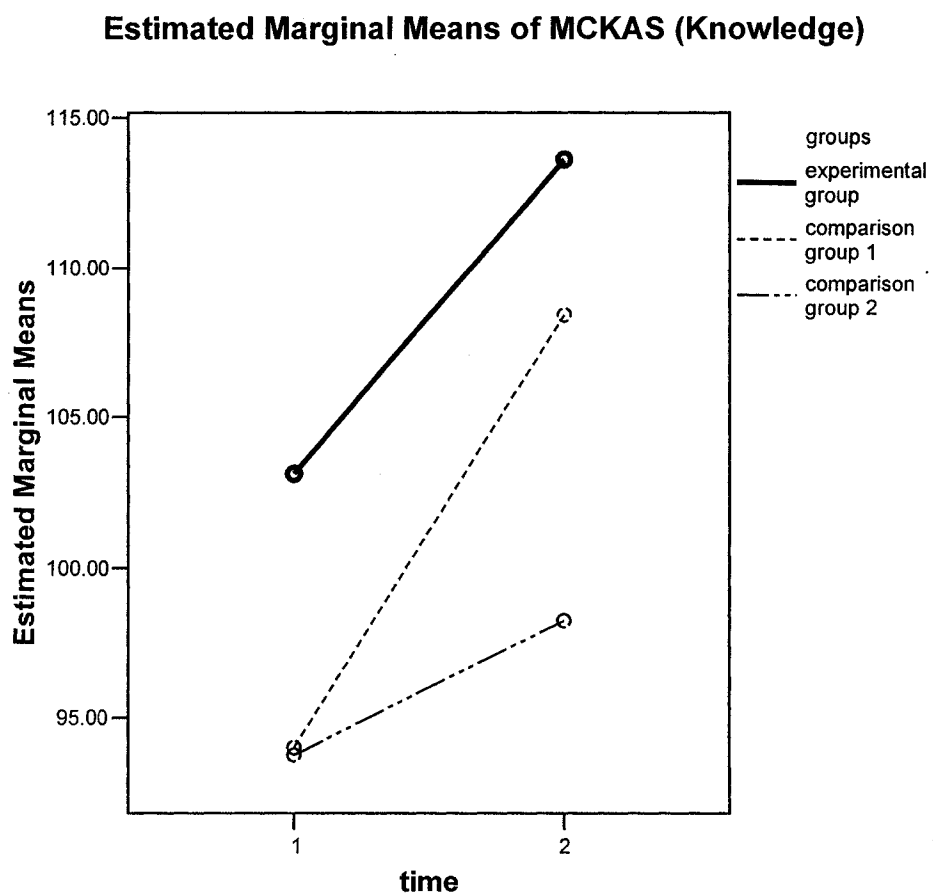
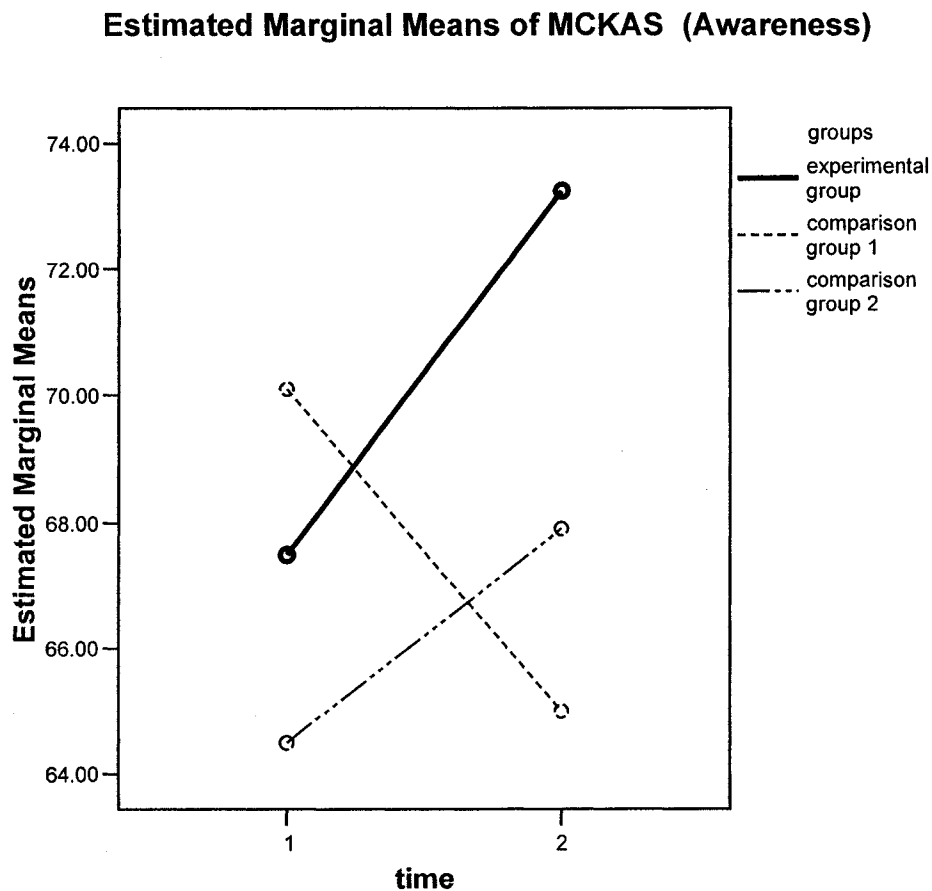


Table 9*Means, Standard Deviations, and Between and Within Subjects Effects for MCKAS**(Awareness)*

Variable	Pre-test		Post-test		Group Total	N	ANOVA
	M	SD	M	SD			F (2, 27)
Intervention Group	68.4	7.6	74.2	6.1	71.3	8	
Comparison Group 1	70.1	7.8	65.0	14.2	67.5	10	
Comparison Group 2	64.5	8.4	67.9	6.0	66.2	12	
Time Total	67.7	7.9	69.0	8.7			
Group							.768
Time							.526
Group by Time							3.04
p>.05							

Figure 5



Hypothesis 4: There will be no relationship between interns' post-test DIT-2 scores and post-test scores on a measure of White racial identity attitudes (WRIAS).

Results:

A Pearson product-moment correlation was conducted to examine the relationship between scores, including DIT-2 P post-test score, DIT-2 N2 post-test score, WRIAS post-test scores (Contact, Disintegration, Reintegration, Pseudo-Independence, and

Autonomy subscales). Alpha level was set at .05. The results of the correlational analyses presented in Table 10 show no statistically significant correlations between post-test DIT-2 scores (P and N2 subscales) and any of the WRIAS subscales for the sample. Thus, the hypothesis was supported. As expected, DIT-2 P scores and N2 scores were significantly positively correlated with each other, with $r(30) = .932, p < .01$. Among the WRIAS subscales, ten statistically significant correlations are noted in Table 10.

Table 10

Intercorrelations Between Post-Test DIT-2 (P and N2 Score) and WRIAS Subscales

Subscale	1	2	3	4	5	6	7
1. DIT-2 P	--	.93**	.014	-.157	-.021	.178	.186
2. DIT-2 N2		--	.122	-.184	-.086	.171	.210
3. Contact			--	-.51**	-.52**	.44**	.60**
4. Disintegration				--	.95**	-.72**	-.48**
5. Reintegration					--	-.76**	-.47**
6. Pseudo-Indep.						--	.65**
7. Autonomy							--

** $p < .01$

Hypothesis 5: There will be no relationship between interns' SCT scores and a measure of White racial identity attitudes (WRIAS).

Results:

A Pearson product-moment correlation was conducted to examine the relationship between scores, including SCT post-test score, and WRIAS post-test scores (Contact,

Disintegration, Reintegration, Pseudo-Independence, and Autonomy subscales). Alpha level was set at .05. The results of the correlational analyses presented in Table 11 show no statistically significant correlations between post-test SCT scores and any of the WRIAS subscales, with the exception of the Autonomy subscale. A significant correlation was reported between the Autonomy status and ego development, $r = .35$, $p = .05$.

Table 11

Intercorrelations Between Post-Test SCT scores and WRIAS Subscales

Subscale	1	2	3	4	5	6
1. SCT	--	-.27	-.14	-.15	.17	.35*
2. Contact		--	-.51**	-.52**	.44**	.60**
3. Disintegration			--	.95**	-.72**	-.48**
4. Reintegration				--	-.76**	-.47**
5. Pseudo-Indep.					--	.65**
6. Autonomy						--

* $p = .05$; ** $p < .01$

Conclusion

This chapter presented the results of the data analysis and their relationship to the research hypothesis examined in this study. There were five research hypotheses tested, and the results were mixed. Research hypothesis 1 was not supported for either the DIT-2 P or the DIT-2 N2 score. Despite the lack of statistical significance between all three groups' post-test DIT-2 scores, the groups showed positive movement in a desired

direction from pre-test to post-test. On the SCT, there was a significant main effect for group, and there was also a significant main effect for time. Effect sizes were moderate, for the SCT, but there was no significant group by time interaction. These findings partially supported the second hypothesis.

For the MCKAS Knowledge scale, the intervention group did not score significantly higher than comparison group 1 but did score significantly higher than comparison group 2. The effect size was moderate, but there was no significant group by time interaction. For the MCKAS Awareness scale, the intervention group did not score significantly higher than either comparison group 1 or comparison group 2. There were no significant group differences, time differences, or time by group interactions found. These findings partially supported the third hypothesis. Despite the lack of statistical significance between all three groups' post-test MCKAS Knowledge and Awareness scores, the groups showed positive movement in a desired direction from pre-test to post-test, although comparison group 1 decreased its mean score on the Awareness scale.

The results of the correlational analyses presented showed no statistically significant correlations between post-test DIT-2 scores (P and N2 subscales) and any of the WRIAS subscales for the sample. Thus, the hypothesis was supported. As expected, DIT-2 P scores and N2 scores were significantly positively correlated with each other. For the SCT, the results of the correlational analyses presented showed no statistically significant correlations between post-test SCT scores and any of the WRIAS subscales, with the exception of the Autonomy subscale. A significant correlation was reported between the Autonomy status and level of ego development. The next chapter will discuss the research findings in greater detail as well as the implications of the results.

Chapter Six

Discussion

The purpose of this study was to examine the impact of a deliberate psychological education (DPE) model on the moral development, ego development, and perceived multicultural competence of master's level counselor interns. Specifically, participants enrolled in the intervention group, which had the multiculturally infused DPE, were hypothesized to show significantly higher post-test scores on the instruments measuring moral development (DIT-2), ego development (SCT), and perceived multicultural competence (MCKAS). The results of this study did not confirm all of the research hypotheses, but the researcher observed some positive trends. The study also examined the relationship between level of moral development, ego development, and white interns' racial identity status, as measured by the WRIAS. This chapter will present a discussion of the findings resulting from this dissertation study. Implications for further research will also be offered.

Cognitive developmental theory encompasses several domains, including moral development and ego development (Kohlberg, 1975; Loevinger, 1976), and provides a specific framework for considering the psychological development of counselor interns. Moral development pertains to how individuals make sense of issues of justice and fairness. The day to day moral conduct and practice informed by a profession's ethical code comprise the base from which professional counselors must operate. Barber (1963, cited in Rest & Narvaez, 1994) describes a professional as one who is in a line of work having a high degree of generalized, systematic knowledge, is oriented to community interest rather than self-interest and who has a high degree of self-control of their

behavior, with that behavior being regulated by a professional code of ethics. Rest and Narvaez (1994) use the term professional to refer to those with special expertise in the work setting ". . . in which there is some discretion for action involving moral judgment" (p. xi). Professional counselors must have good impulse control, self-discipline, ego strength and the ability to regulate their emotions and behavior.

The growth and development of counselor interns may be enhanced with a Deliberate Psychological Education (DPE) intervention designed to promote the development of higher stages of cognitive development in the domains of moral reasoning and ego development. The DPE conducted for this study relied on the cognitive-developmental theories that encompass the processes and nature of several related domains of development. These interpersonal, dynamic theories also focus on the developmental transformations that occur as humans sequentially pass through the stages of the domain under consideration. These transformations enable individuals to more flexibly adapt to complex life circumstance by understanding the self, others and the environment from more advanced conceptual frameworks that incorporate increased depth and a multiplicity of perspective-taking.

The intent of the DPE used in this study was to promote psychological development in counselor interns. One of the ways in which a DPE stimulates growth is to offer opportunities to consider decisions about situations that arouse contradictions. Counselor education for master's level interns should enhance moral reasoning skills to support moral decision making. Development of skills for more effective interpersonal communication, assertiveness and conflict resolution can also promote ego development and create the conditions in which moral action is more likely to occur.

Dewey (1963) asserted that growth and development required that individuals have significant experiences at important junctures in their development so that higher stages of development could be promoted. In Dewey's view, development occurred as an individual interacted with the world, actively coordinating and integrating responses while manipulating the environment; he believed this constituted the process of learning. Kohlberg (1975) defined Dewey's approach as cognitive-developmental because cognitive means ". . . it recognizes that moral education, like intellectual education, has its basis in stimulating the active thinking of the individual about moral issues and decisions. It is called developmental because it sees the aims of moral education as movement through moral stages" (p. 222). Kohlberg's (1975) interpretation of Dewey suggests that,

The aim of education is growth or development, both intellectual and moral. Ethical and psychological principles can aid the school in the greatest of all constructions-the building of a free and powerful character. . . Education is the work of supplying the conditions which will enable the psychological functions to mature in the freest and fullest manner. (p.222)

The DPE model has been used effectively in promoting cognitive development within educational programs. While Loevinger (1994) neither endorsed nor rejected the DPE model for programs designed to promote cognitive development, research indicates that ego development is amenable to such interventions (Burisk, 1990; Helson & Roberts, 1994). Ego development is considered a stable dimension of personality and possibly a master trait, subsuming other domains such as moral development (Lee & Snarey, 1988).

Rest et al. (1999) cited numerous studies attesting that the DPE model has been effective in promoting development in professions including teaching, medicine, counseling, and other helping professions.

This study described a pilot program designed to incorporate a multiculturally infused Deliberate Psychological Education model into the training of master's level counselor interns. The required 600 hour CACREP internship provided the forum within which to implement the components of the DPE model such as support, challenge, and guided reflection. The students' new role of counselor intern was the significant role taking experience described in the DPE literature. As counseling interns began to work with clients, they encountered complex, living organisms that may have differed significantly from the case studies and theories they had explored in their preparatory coursework. These clients presented a significant challenge for interns, who had to find ways to reconcile theory with reality, in order to provide competent and ethical services. The struggle for greater self-awareness, to make meaning of these new experiences, and challenges to current ways of thinking represented the cornerstone of the internship year.

Discussion of Major Research Findings

Hypothesis 1

It was hypothesized that the intervention group would show significantly higher post-test levels of principled reasoning than the comparison groups as measured by the DIT-2 (P and N2 score). Unfortunately, the hypothesis was not supported. All three groups showed significant growth in both P scores and N2 scores from pre-test to post-test, supporting the notion that the internship year itself, as an experience, may be sufficient to influence growth in the domain of moral development. The literature

supports the notion that moral judgment scores increase as age and education increase (Rest, Narvaez, Thoma, & Bebeau, 1999).

Rest et al. (1999) found mean P scores for students in graduate school were 53.9, while mean N2 scores for students in graduate school were 53.3. This finding is consistent with the current study's sample, which had a slightly lower overall post-test mean P score of 50.06 (SD = 16.9), and an overall post-test mean N2 score of 49.46 (SD = 19.2). As previously discussed, the intervention group began the study with a mean P score of 50.0 (SD = 15.5), and ended the study with a mean P score of 55.8 (SD = 20.1). In addition, the intervention group began the study with a mean N2 score of 49.8 (SD = 10.8), and ended the study with a N2 score of 55.4 (SD = 14.9). However, due to small sample size, as well as relatively large standard deviations, differences in group scores should be interpreted with extreme caution.

For the DIT-2 (P and N2 scores), although the difference in mean post-test scores between groups was not statistically significant, the intervention group did have higher pre-test scores (P and N2) than either comparison group. For the intervention group, and comparison group 1, P scores showed a positive trend. The intervention group increased its mean P score by 5.8 points, with comparison group 1 increasing its mean P score by 3.4 points, while comparison group 2 decreased its mean P score by 1.4 points. For the N2 score, all three groups showed a positive trend: the intervention group increased its mean 5.6 points, while comparison group 1 increased its mean 3.2 points, and comparison group 2 increased its mean 0.8 points. For both P and N2 scores, the intervention group had the largest mean gain in scores of all three groups.

Overall, these findings revealed that the students in the intervention group were using a higher percentage of principled reasoning at the time of post-testing (55.8%) than the students in either comparison group 1 (49.2%) or comparison group 2 (45.2%). Similar trends were found for the N2 scores as well. Students in the intervention group had gained a higher percentage of principled reasoning and had given up a greater usage of lower stage reasoning (55.4%) at post-testing than the other two groups as reflected by post-test N2 scores of comparison group 1 (47.5%) and comparison group 2 (45.5%). However, there was no evidence of differential growth among the three groups in this study.

Although tentative, it may be possible to state that interns in the intervention group were positively influenced by the dilemma discussions present in the study. This was the major difference between the groups, and may account for some of the growth measured during the internship year. Following are characteristics of a dilemma discussion, adapted from Reiman and Peace (2002), which were utilized by the intervention group instructors during the internship class:

1. Open-ended approach: There was no single "right" answer. The goal was not to all agree but to think about how and why you reach a decision.
2. Free exchange of ideas: Students felt comfortable in expressing their thoughts. Each student should have the opportunity to contribute to the discussion within a nonjudgmental atmosphere.
3. Student-to-student interaction: The conversation was primarily between the students, with the supervisors acting as facilitators, using questions to guide and encourage thought and discussion. Lecture was avoided.

4. Development of listening and verbal skills: Each student was intimately engaged in the discussion activity, listening carefully and participating actively as either a listener or a speaker.
5. Focus on reasoning: Each student was encouraged to think about the process he or she used to arrive at a decision.
6. Dilemmas produce conflict: Conflict was a natural by-product of this form of problem-solving. Conflict heightened student interest and personal involvement. Resolving an internal conflict was a necessary precondition for advancement to a higher state of reasoning.

DIT-2: A Revised Instrument of Moral Judgment

The authors of the DIT-2 have gone to great lengths to address the problem of random responding, by checking a respondent's ratings for consistency with a respondent's rankings. For example, if a participant chose Item 10 as the top rank (most important item), then no other item should be rated higher in importance than Item 10. The test developers count each violation of a pattern of rank-rate consistency as an inconsistency, with rank-rate inconsistency indicating random checking. In the standard procedure, participants who have more than eight inconsistencies on a dilemma are considered to have too much inconsistency, as are participants who have inconsistencies on more than two dilemmas. Participants exceeding these cutoff points are eliminated from the sample. In the current study, no participants were purged from the sample, thus bolstering sample integrity despite the small sample size. The fact that all three groups were from CACREP accredited programs lends support to the notion that the individual

differences between groups may not mitigate the fact that internship may be a transformative experience.

The DIT-2 assesses issues related to macromorality, which addresses assumptions of moral reasoning related to global issues such as structures of society and public policy. The following are the central questions of macromorality: Is this a fair institution (or role structure or general practice)? Is society organized in a way that different ethnic, religious, and subcultural groups can cooperate in it and support it? (Rest et al., 1999). In the current study, students may have been addressing issues related to micromorality, as they felt the pull of real clinical issues and navigated personal relationships with their clients. According to Rest et al., micromorality concerns developing relationships with particular others, and with an individual's "creating consistent virtues within him- or herself throughout everyday life" (p.2). Transference, counter-transference, and other person-to-person dynamics may have been influencing interns' growth in ways that were not captured by the DIT-2.

The syllabi for all three groups in this study make reference to issues of macromorality that are addressed in the respective courses. For example, the syllabus from comparison group 1 states that "the purpose of the Internship Seminar is to help students integrate theory and practice by reinforcing knowledge acquired in previous courses. The seminar offers students an opportunity to discuss issues that arise in their Internship setting, including but not limited to, dynamics of social service agencies, counseling skills and theories, assessments, diagnoses, ethics, multicultural issues, case management, termination, resistance, psychosocial issues, supervision and burnout. The role of the counselor within the greater context of society should always be one's focus." Clearly,

one of the goals of the instructor is to assist students as they integrate their classroom knowledge with their developing counselor identity, and their role as helping professionals within the greater societal context. For comparison group 2, this idea is captured in the following excerpt from the syllabus: “The internship is a planned educational capstone experience in which the intern is expected to participate fully as a counselor-in-training in the activities which are integral to the field site in which the internship occurs. In compliance with CACREP guidelines, instruction for this course will comprise a cooperative partnership between the on-site supervisor and the faculty supervisor. The on-site supervisor will be responsible for directing the intern's day-to-day counseling activities, and the faculty supervisor will meet with students on a weekly basis in a seminar format. The on-site supervisor and faculty supervisor will provide the collaborative supervision/ training when the student is confronted with ethical/reporting/legal/ emergency situations.” Both comparison groups, as well as the intervention group, attended to the fact that as developing professionals, counselor interns need the ability to reflect on their place in the structural hierarchy of the counseling profession, as well as on their responsibility in providing ethical services to their clients.

Hypothesis 2

It was hypothesized that the intervention group would show significantly higher post-test levels of ego development than the comparison groups as measured by the Sentence Completion Test. The intervention group ($M = 6.1$, $SD = .57$) scored significantly higher than both comparison group 1 ($M = 5.0$, $SD = .67$) and comparison group 2 ($M = 5.4$, $SD = .67$). There was a significant main effect for group on the SCT, and a pair-wise comparison revealed the significant difference to be between the

intervention group and comparison group 1. There was also a significant main effect for time on the SCT. There was no significant group by time interaction. These findings partially supported the second hypothesis; while all three groups significantly increased their ego development levels over time, the intervention group did differ significantly from comparison group 1. For the SCT, the intervention group increased their mean scores by 0.7 points, comparison group 1 increased their mean scores by 0.4 points, while comparison group 2 increased their mean scores by 0.3 points. Again, there was no evidence of differential growth among the three groups in this study.

One potential reason that the study failed to find a significant group effect may be related to the standard deviations among scores on the SCT, which were 0.57 for the intervention group, and .67 for each comparison group. Large standard deviations signal greater variability about the mean; combined with such a small sample size, it is difficult to say with certainty the effect of the intervention on individual groups. However, the moderate effect sizes were promising. The fact that all three groups displayed positive trends in the ego development level also may bolster the argument that the internship year itself is a transformative experience.

The modal ego level score for both comparison group 1 ($N = 6$) and comparison group 2 ($N = 6$) was E5: Self-Aware Stage, while the modal ego level score for the intervention group ($N = 5$) was E6: Conscientious Stage. Previous studies have suggested that E5 – E6 is the level at which most graduate counseling students are located (Borders, Fong, & Neimeyer, 1986), and Swenson (1980) suggested that E6 is the optimal level for graduate students. Lawson and Foster (2005) stated that graduate students at lower levels of ego development more often describe clients in terms of psychological descriptors,

while those at higher levels use more interactional descriptors. In their study of home-based counselors, they found the mean ego development level to be 5.62. According to the authors, counselors should be at least one ego developmental level above their clients for effective counseling to take place.

In the current study, the modal stage for counselor interns was almost evenly split between E5 (N=12) and E6 (N=13). The transition into the self-aware stage (E5) is marked by an expanding ability to conceptualize the inner self, as well as an increasing distinction between the self and the group. Adaptation here refers to being able to choose behaviors and manage inner conflict in response to a complex environment. The self-aware stage individual adapts by seeing that there may be many alternate possibilities to different situations, and there is no such thing as an absolute rule. The conscientious stage (E6) consists of an adaptation to self-evaluated standards. The individual bases his or her standards on personal beliefs, convictions and values. The conscientious individual strives to live up to his or her own ideals and strives to improve himself or herself, while also thinking beyond his or her own personal concerns to those of society. These self-reflective individuals have self-evaluated standards that are implemented in their decision-making, and have a greater tolerance for the solutions of others. For the individual at E6, motivations and consequences are more important than whether or not rules are broken; multiple solutions are seen as possible, and thus, there is a sense of choice in one's actions. These individuals highly value achievement and are often self-critical.

In general, stabilization of ego level occurs in adults at or below the Self-Aware stage (E 5), which is viewed as less than the maximum potential for individuals (Manners

& Durkin, 2000). Despite this, several studies have demonstrated that ego stage development is possible in adulthood (Burisk, 1990; Helson & Roberts, 1994). Promoting ego development in adulthood beyond the Self-Aware stage is possible, but since development is not automatic, a meaningful interaction between the individual and the environment is necessary (Sprinthall & Thies-Sprinthall, 1983). If a life challenge, such as internship, is experienced as sufficiently disequilibrating in conjunction with support, it has the potential to promote growth. Manners and Durkin argued that the frequency and range of life experience that challenge one's existing ego developmental schemas can contribute to developmental growth. According to the authors, the properties of life experiences that are most likely to precipitate stage change, as represented by the intervention (DPE) format, "are those that are disequilibrating, cognitively and emotionally engaging, of an interpersonal nature, and personally salient" (p 18). Clearly, the intensity and richness of the internship experience qualifies as such an experience, especially when it has an intentional focus on issues of race, privilege and oppression.

Empirical evidence also exists for the relationship between higher stages of ego development (eg. level E6 and higher) and more adaptive functioning in a variety of domains. Individuals at higher levels have been found to be better able to make decisions using multiple perspectives, have greater tolerance for complexity, adapt to a changing environment, and develop a more thorough understanding of self in relation to the rest of the world (Giesbrecht & Walker, 2000; Sprinthall, 1978; Loevinger, 1976). Luther, Doyle, Suchman, and Mayes (2001) found that higher levels of ego development were associated with advanced levels of impulse control, interpersonal maturity, empathy, and moral development. Particular characteristics of higher levels of ego development are

also desirable qualities for counselors such as flexibility, tolerance for ambiguity, and appreciation of individual differences (Borders, 1998).

As a stable trait, ego level is much harder to promote than other domains of development, so it is promising that the current intervention produced significant gains in ego development scores. Interns operating from a higher level of ego development seem better suited for work with diverse clients in a multicultural environment, and it is clear from the results of this study that inclusion in the intervention group significantly impacted growth when measured against the two comparison groups. This study shows that ego development is amenable to intervention, and that internship is an appropriate time to promote such growth. Lee and Snarey (1988) asserted that moral development may be subsumed by ego development, and this study supports their argument.

Hypothesis 3

It was hypothesized that the intervention group would show significantly higher post-test scores than the comparison groups on the MCKAS (Knowledge and Awareness subscales). For the Knowledge subscale, the intervention group ($M = 113.5$) did not score significantly higher than comparison group 1 ($M = 108.4$) but did score significantly higher than comparison group 2 ($M = 98.2$). There was also a significant main effect for time, meaning that all three groups showed significant growth on the Knowledge subscale from pre-test to post-test. For the Awareness subscale, the intervention group ($M = 74.2$) did not score significantly higher than either comparison group 1 ($M = 65.0$) or comparison group 2 ($M = 67.9$). There were no significant group differences, time differences, or time by group interactions found. These findings partially confirmed the

third hypothesis. A reduction in power resulting from small sample size may have contributed to the lack of significant findings.

The MCKAS Knowledge subscale measures general knowledge related to multicultural counseling and the Awareness subscale assesses subtle Eurocentric worldview bias (Ponterotto et al., 1999). It is puzzling that while there was a main effect for time found on the Knowledge subscale, there was no main effect for time found on the Awareness subscale. It is possible that comparison group 1 had the most growth from pre- to post-test on the Knowledge subscale because they were located in a large metropolitan environment, and thus had the most opportunity to interact with diverse clients.

One weakness noted within the field of multicultural competence is the reliance on self-report measures (Constantine & Ladany, 2000). As such a measure, the MCKAS may not have the sensitivity to capture interns' attitudes related to multicultural competence. Researchers have suggested that respondents may both overestimate and underestimate their level of multicultural competence when they know they are being studied (Abreu, Chung, & Atknison, 2000). Additionally, there may be a developmental link between interns' multicultural knowledge and awareness that is simply not captured by the instrument.

Within the context of internship training, when students first completed the MCKAS, they may have been reporting what they anticipated to be their level of multicultural competence after internship, rather than their baseline attitudes. Additionally, it may be difficult for students to accurately assess their level of multicultural competence without education about terms and concepts germane to such

training. Constantine and Ladany (2000) found no correlation between written case conceptualization ability and level of multicultural competence as measured by the MCKAS. Recalling that 60% of the sample had not previously taken a multicultural counseling course prior to internship, it is not surprising that students may have inaccurately estimated their level of multicultural competence. Other researchers have found significant correlations between the amount of multicultural training received and multicultural counseling competence knowledge scores (Vinson & Neimeyer, 2000). As a result of the internship, it is possible that students' knowledge of multicultural issues increased significantly, while their awareness level did not increase in a similar fashion.

Awareness has been described as a two step process, where an individual first becomes aware of his or her own culture, then begins to understand how this awareness interacts with the culture of the client (Sodowsky, 1996). The process of becoming aware of how an individual's culture influences behavior and how it then impacts interactions with clients from diverse backgrounds is very complex. The ability to measure this construct may not yet be realized in measurements such as the MCKAS. Researchers have proposed that the instability of the awareness scale may indicate a lack of clarity about what exactly the scale is measuring (Constantine and Ladany, 2000).

Within the broader framework of multicultural competence, researchers have begun to question whether measures such as the MCKAS focus too strongly on race and ethnicity, while neglecting other issues of diversity such as gender, class and sexual orientation. While Sue et al. (1998) stated that "multiculturalism is about social justice, cultural democracy, and equity" (p. 5), issues of social justice have arguably not yet received adequate attention in the existing operationalization of multicultural counseling

competencies. In the intervention group, the focus was not solely on issues of race and ethnicity, but on the wider context captured by the dominance paradigm and social justice issues discussed earlier. Given that the MCKAS Knowledge subscale measures general knowledge related to multicultural counseling and the Awareness subscale assesses subtle Eurocentric worldview bias, it is possible that the wide-ranging focus of the intervention group on social justice issues such as gender, class, and sexual orientation may have “watered down” any treatment effect.

Hypotheses 4 and 5

White racial identity development is described by Helms as the “dynamic cognitive, emotional, and behavioral processes that govern a person’s interpretation of racial information in his or her interpersonal environments” (1995, p. 185). The current WRIAS is based on a model of ever-increasing complexity, and is comprised of six statuses. The statuses are described as hierarchical, information processing schemas that evolve out of each other (Helms, 1997). The movement between statuses is seen as a progression from a racist to a non-racist white identity. Statuses are described as being permeable, so that an individual may be operating in one or more statuses simultaneously. For the current sample, no correlations were found between a measure of moral development (DIT-2) and a measure of white racial identity development (WRIAS).

The WRIAS attempts to capture an individual’s status as it relates to his/her understanding of race. White individuals have been shown to be overrepresented in Helms’ Contact stage (e.g. denying the importance of race), thus perpetuating the status quo (Watt, Robinson, & Lupton-Smith, 2002). For many whites, negative attitudes about

people of color do not fit within their schema of what constitutes a moral dilemma. For example, individuals have used moral beliefs based on religion or culture to justify oppression of minorities, while firmly believing that they were justified in their actions and were acting in a morally correct fashion. Researchers such as Pope-Davis et al. (1999) have proposed that the scale is measuring constructs such as degree of racial comfort and attitudes of racial curiosity, rather than Helms' developmental constructs that are related to white identity.

Mercer and Cunningham (2003) examined the factor structure of the WRIAS through a principal component analysis, lending support to the notion that moral development may not be related to what is being measured by the WRIAS. According to the authors, the factors that were derived related to Helms' positive dimensions of white identity, including comfort and interest in social interactions with racially diverse individuals, as well as negative dimensions, such as white superiority and support for institutional racism.

In the current sample, the modal level of participants was split between the Pseudo- Independence stage (N = 12) and the Autonomy stage (N = 12). In terms of Loevinger's (1976) construct, both higher stages of racial identity and ego development require an intern to be personally self-aware and also to have an awareness of him- or herself as a racial being. The only significant correlation found was between ego development level and the Autonomy status. Since the information processing strategy at the Autonomy status is one of flexibility and complexity, it makes sense that this would correlate with an interns' level of ego development.

For the WRIAS itself, the Disintegration and Reintegration subscales were significantly positively correlated with each other, and significantly negatively correlated with the Pseudo-Independence and Autonomy statuses. In addition, the Pseudo-Independence status was significantly positively correlated with the Autonomy status. These findings support theory, and other researchers' findings that Phase 1 and Phase 2 statuses are significantly correlated positively within a phase and negatively across phases (Carter, 1995; Sciarra & Gushue, 2003). According to Helms (1990), in the Disintegration status, the primary information processing strategies include confusion and suppression of information, while in the Reintegration status, information processing is marked by distortion of information that enhances one's own group. The moderate negative correlation between the Disintegration status and Pseudo-Independence status relates to how whites reshape race related stimuli to fit their own societal framework in the latter status.

In the current sample, Contact status attitudes were found to be moderately positively correlated with the Pseudo-Independence status and Autonomy status attitudes. In addition, Contact status attitudes were found to be moderately negatively correlated with Disintegration and Reintegration status attitudes. Helms and Carter (1990) reported on this pattern, arguing that attitudes in the Contact status (naïve curiosity about race) correlate with the intellectual interest in race (Pseudo-Independence) as well as racial openness (Autonomy) of these other statuses. The most recently developed subscale, Immersion/Emersion, measures a self-reflective attitude that whites may have while grappling with issues of race. It is not characterized by the same focus on other races in the way that the Pseudo-Independence and Autonomy subscales are focused on

intellectualization about other races, and integration of racial identity, respectively. The Immersion/Emersion subscale was not included in this study, and further research is needed to determine the extent to which this is the case (Sciarra & Gushue, 2003).

Limitations of the Study

Despite its limitations, this exploratory study adds to our understanding of the multicultural infusion process within a CACREP curriculum in counselor education. There are a number of possible explanations for why the multiculturally infused DPE intervention failed to produce all of the hypothesized outcomes. Several factors in the research design and methodology may have influenced the findings, including the small size and homogeneous nature of the three groups, the limited duration of the study, the experimental manipulation process, and the measurement instruments.

The lack of significant post-test differences between groups (with the exception of SCT scores, and the MCKAS Knowledge subscale) could be attributed to the small group sizes. All three groups had appreciably less than 30 members, which violated the central limits theorem and therefore decreased statistical power. In addition, because of the small group sizes, the assumptions of normality of multivariate tests may have been violated. Hence, the results and trends discussed in this dissertation should be considered with caution due to the potential inconsistencies and limitations of the analyses.

The research design and methodologies utilized in this study could also have contributed to the lack of more significant findings. The lack of evidence of differential growth between groups, leading to the conclusion that any growth cannot be attributed to the intervention, lends credence to the argument that the treatment was simply not strong enough. Because all three groups were comprised of interns at CACREP accredited

institutions, it is likely that their experiences were not all that different from one another. The possibility that significant outcomes were not achieved because participants' experiences in the intervention and comparison groups were not considerably different from one another supports the mandate of CACREP. Despite the weekly "focused discussions" present in the intervention group, there is no evidence to suggest that this component of the DPE contributed significantly to interns' growth in the domain of moral development. However, it may be argued that the dilemma discussions, in addition to weekly journals, contributed significantly to interns' growth in the domain of ego development.

The DPE model asserts that continuity of a DPE program should be between six months and one year (Reiman, 1995; Thies-Sprinthall, 1984). Although the intervention lasted for a period from August until April, there was a one month semester break during the intervention, at which time gains might have been lost. In addition, due to scheduling constraints, the post-test measures were administered in early April, when a later administration would have been ideal. At the time of post-test administration, interns were in the process of completing their internships, as well as preparing for final exams and completing final projects from other classes. This level of pressure and stress may have impacted their ability to completely answer all of the measures to the best of their ability. The fact that the study utilized so many measures may have also had a detrimental effect on responses, as participants may have grown tired, or lost focus, after the first instruments.

Besides testing fatigue, other potential threats to internal validity included experimenter bias and desensitization. The researcher was the instructor of the

intervention group class and may have influenced the intervention through personality, choice of focused discussion topics, and general comfort level with controversial material. The threat was minimized in scoring procedures because the instruments were predominately scored by experts who were blind to the participants. Desensitization may have occurred in the pre-test, post-test design in the three instruments. Results of any differences may have been due to exposure and familiarity with the test from the pre-test rather than due to the intervention itself.

Limitations in the measurement instruments may have also contributed to the lack of significant findings in this study. The instruments used in this study were the most appropriate instruments available to the researcher, but the lack of evidence of actual treatment differences is puzzling. It is not clear why differences were evident in the results of the measure of ego development (SCT) but not in the results of the measure of moral development/principled reasoning (DIT-2). Also, if a major intention of the intervention was to promote moral development in counselor interns, why did the DIT-2 not reflect this? Explanations include the possibility that the intervention had no effect on the level of moral development of participants, or the possibility that the treatment effect was so small that it cannot be measured by existing instruments. Another possibility is that there was some sort of interaction between the intervention and the instrument (DIT-2).

Conclusions

The results of this exploratory study, while mixed, are promising. This study was conducted to contribute to understanding the psychological growth of counseling students during their internship experience. The results suggest that counselor interns experience

growth in the domains of ego development and percentage of principled reasoning used in moral judgment, as well as self-perceived multicultural knowledge and awareness. The increasing cultural diversity of our population poses challenges for preparing professionals to develop multicultural counseling competencies in order to provide ethical practice. Counselor educators may need to find a way to overhaul the curriculum by investing in a completely separate, third year internship which would provide more opportunities for greater immersion in working with diverse clients.

This study will add to the ongoing examination of how counselor education programs infuse issues of diversity, power, race, and privilege into the CACREP-guided curriculum. Although this study did not produce evidence that a DPE intervention was more effective than a standard internship at producing psychological growth on all of the dependent measures, it did produce some encouraging trends that may be useful to future researchers. Interventions such as the one described have the potential to effectively produce thoughtful counselors who are prepared to work in a complex, rapidly-changing environment. One way to strengthen this intervention would have been to place more emphasis on macro-morality as it relates to issues of micro-morality in the counseling process. As a result, interns may have made a stronger connection between the importance of developing a therapeutic alliance with diverse clients, working through their own biases, and the larger issues related to social justice.

Counselor educators have a responsibility to be at the vanguard of training modalities when it comes to the important task of preparing competent practitioners, and are encouraged to make explicit the ways in which they incorporate the multicultural counseling competencies into the training process. In this way, educational outcomes will

move beyond simple knowledge and awareness of cultural diversity towards the ultimate goal of skills for working with diverse clients.

This research attempted to discern if the DPE model could make a difference in the promotion of moral and ego development, and multicultural competence of counselor interns. Additional information was discovered about the relationship between moral and ego development, and white racial identity development of counselor interns. In order to obtain more generalizable results, further investigation will be necessary utilizing multiple instructors in multiple investigations, with larger sample sizes, to fully determine the effectiveness of such interventions. Follow up with participants over time, a component of the current study, will also be necessary to determine the effectiveness of multiculturally infused DPE interventions. Further research is needed to validate the findings that counselor education programs are effective in promoting moral and ego development, and multicultural competence in counselor interns. Also, future studies should investigate whether developmental gains are directly related to enhanced counseling skills with diverse populations.

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Appendix A

Informed Consent

I, (print name here) _____, am willing to participate in a study of master's level interns to evaluate the effectiveness of the internship class on counselor development and its relationship to multicultural competence.

I understand that this study is being conducted by Edward P. Cannon, a doctoral candidate in counseling at the College of William and Mary.

As a participant in this study, I am aware that I will be asked to complete research instruments at three separate times: at the beginning, middle and end of the academic year. The research instruments are: the Defining Issues Test (DIT2); the Washington University Sentence Completion Test (SCT); the White Racial Identity Attitude Scale (WRIAS); the Multicultural Counseling Knowledge and Awareness Scale (MCKAS); and a brief demographic questionnaire.

I am aware that my participation is voluntary and that I may withdraw from this study at any time without affecting my course grade. The assessments and demographic questionnaire will be confidential and identified by a code that I will choose for instrument matching purposes. The study results will report class averages rather than individual scores and NO identifying information will be reported.

I also understand that a copy of the results of the study will be e-mailed to me upon request. I am aware that I may report dissatisfactions with any aspect of this research project to the Chair of the Protection of Human Subjects Committee, Dr. Stan Hoegerman, (757) 221-2240.

By participating in this study, I understand that there are no obvious risks to my physical or mental health.

Confidentiality Statement

As a participant in this study, I am aware that all records will be kept confidential and my name will not be associated with any of the results of this study.

I fully understand the above statements, and do hereby consent to participate in this study.

Date

Participant's Signature

Appendix A
Demographic Form

Gender:

_____ (1) male _____ (2) female

Race (please check only one group):

_____ (1) Asian, Asian American

_____ (2) Black, African American

_____ (3) Latino, Hispanic, Mexican American

_____ (4) Native American, American Indian

_____ (5) White, Caucasian, European American

_____ (6) Other (please specify _____)

Age:

_____ (1) 20-30

_____ (2) 30-40

_____ (3) 40-50

_____ (4) 50-59

_____ (5) 60-70

Degrees attained:

(1) Bachelors in _____

(2) Masters in _____

(3) Specialist in _____

(4) Doctoral in _____

(5) Other not specified in _____

Please describe your field setting:

(1) _____ Outpatient clinic (3) _____ Prison/Jail (5) _____ Family Counseling Center

(2) _____ Inpatient setting (4) _____ Assisted Living Facility (6) _____ Other
(please describe)

Have you taken a course in multicultural counseling?

_____ (1) no, I've not yet taken a multicultural course

_____ (2) I'm currently enrolled in a multicultural course

_____ (3) yes, I've completed a multicultural course

If you answered yes to the previous question, how many multicultural courses have you taken? _____

Appendix B

DIT-2 Defining Issues Test Version 3.0

University of Minnesota
Center for Research in Ethical Development

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Instructions

This questionnaire is concerned with how you define the issues in a social problem

Several stories about social problems will be described. After each story, there will be a list of questions. The questions that follow each story represent different issues that might be raised by the problem. In other words, the questions/issues raise different ways of judging what is important in making a decision about the social problem. You will be asked to rate and rank the questions in terms of how important each one seems to you. This questionnaire is in two parts: one part contains the INSTRUCTIONS (this part) and the stories presenting the social problems; the other part contains the questions (issues) and the ANSWER SHEET on which to write your responses.

Here is an example of the task:

Presidential Election

Imagine that you are about to vote for a candidate for the Presidency of the United States. Imagine that before you vote, you are given several questions, and asked which issue is the most important to you in making up your mind about which candidate to vote for. In this example, 5 items are given. On a rating scale of 1 to 5 (1=Great, 2=Much, 3=Some, 4=Little, 5=No) please rate the importance of the item (issue) by filling in with a pencil one of the bubbles on the answer sheet by each item.

Assume that you thought that item #1 (below) was of great importance, item #2 had some importance, item #3 had no importance, item #4 had much importance, and item #5 had much importance. Further, the questionnaire will ask you to rank the questions in terms of importance. In the space below, the numbers at the top, 1 through 12, represent the item number. From top to bottom, you are asked to fill in the bubble that represents the item in first importance (of those given you to choose from), then second most important, third most important, and fourth most important. Please indicate your top four choices.

Note that some of the items may seem irrelevant to you (as in item #3) or not make sense to you—in that case, rate the item as "No" importance and do not rank the item. Note that in the stories that follow, there will be 12 items for each story, not five. Please make sure to consider all 12 items (questions) that are printed after each story.

In addition you will be asked to state your preference for what action to take in the

story. After the story, you will be asked to indicate the action you favor on a seven-point scale (1=strongly favor some action, 7=strongly oppose that action).

In short, read the story from this booklet, then fill out your answers on the answer sheet. Please use a #2 pencil. If you change your mind about a response, erase the pencil mark cleanly and enter your new response.

[Notice the second part of this questionnaire, the Answer Sheet. The Identification Number at the top of the answer sheet may already be filled in when you receive your materials. If not, you will receive instructions about how to fill in the number. If you have questions about the procedure, please ask now. Please turn now to the Answer Sheet.]

Famine -(Story #1)

The small village in northern India has experienced shortages of food before but this year's famine is worse than ever. Some families are even trying to feed themselves by making soup from tree bark. Mustaq Singh's family is near starvation. He has heard that a rich man in his village has supplies of food stored away and is hoarding food while its price goes higher so that he can sell the food later at a huge profit. Mustaq is desperate and thinks about stealing some food from the rich man's warehouse. The small amount of food that he needs for his family probably wouldn't even be missed.

[If at any time you would like to reread a story or the instructions, feel free to do so. Now turn to the Answer Sheet, go to the 12 issues and rate and rank them in terms of how important each issue seems to you.]

Reporter -(Story #2)

Molly Dayton has been a news reporter for the Gazette newspaper for over a decade. Almost by accident, she learned that one of the candidates for Lieutenant Governor for her state, Grover Thompson, had been arrested for shop-lifting 20 years earlier. Reporter Dayton found out that early in his life Candidate Thompson had undergone a confused period and done things he later regretted, actions which would be very out-of-character

now. His shop-lifting had been a minor offense and charges had been dropped by the department store. Thompson has not only straightened himself out since then but built a distinguished record in helping many people and in leading constructive community projects. Now, Reporter Dayton regards Thompson as the best candidate in the field and likely to go on to important leadership positions in the state. Reporter Dayton wonders whether or not she should write the story about Thompson's earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson's chance to win.

[Now turn to the Answer Sheet, go to the 12 issues/or this story, rate and rank them in terms of how important each issue seems to you.]

School Board -(Story #3)

Mr. Grant has been elected to the School Board District 190 and was chosen to be Chairman. The district is bitterly divided over the closing of one of the high schools. One of the high schools has to be closed for financial reasons, but there is no agreement over which school to close. During his election to the School Board, Mr. Grant had proposed a series of "Open Meetings" in which members of the community could voice their opinions. He hoped that dialogue would make the community realize the necessity of closing one high school. Also he hoped that through open discussion, the difficulty of the decision would be appreciated, and that the community would ultimately support -the school board decision. The first Open Meeting was a disaster. Passionate speeches dominated the microphones and threatened violence. The meeting barely closed without fist-fights. Later in the week, school board members received threatening phone calls. Mr. Grant wonders if he ought to call off the next Open Meeting.

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

Cancer -(Story #4)

Mrs. Bennett is 62 years old, and in the last phases of colon cancer. She is in terrible pain and asks the doctor to give her more pain-killer medicine. The doctor has given her the maximum safe dose already and is reluctant to increase the dosage because it would probably hasten her death. In a clear and rational mental state, Mrs. Bennett says that she realizes this; but she wants to end her suffering even if it means ending her life. Should the doctor give her an increased dosage?

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

Demonstration -(Story #5)

Political and economic instability in a South American country prompted the President of the United States to send troops to "police" the area. Students at many campuses in the U.S.A. have protested that the United States is using its military might for economic advantage. There is widespread suspicion that big oil multinational companies are pressuring the President to safeguard a cheap oil supply even if it means loss of life. Students at one campus took to the streets in demonstrations, tying up traffic and stopping regular business in the town. The president of the university demanded that the students stop their illegal demonstrations. Students then took over the college's administration building completely paralyzing the college. Are the students right to demonstrate in these ways?

[Now turn to the Answer Sheet, go to the 12 issues/or this story, rate and rank them in terms of how important each issue seems to you.]

Appendix B

Multicultural Counseling Knowledge and Awareness Scale (MCKAS)

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A Revision of the Multicultural Counseling Awareness Scale (MCKAS)

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

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

1. I believe all clients should maintain direct eye contact during counseling.

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

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

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

3. I am aware some research indicates that minority clients receive “less preferred” forms of counseling treatment than majority clients.

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

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

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

5. I am aware of certain counseling skills, techniques, or approaches that are more likely to transcend culture and be effective with any clients.

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

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

1 2 3 4 5 6 7

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

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

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

10. I think that clients should perceive the nuclear family as the ideal social unit.

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

14. I realize that counselor-client incongruities in problem conceptualization and counseling goals may reduce counselor credibility.

1 2 3 4 5 6 7

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

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

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

20. I believe that my clients should view a patriarchal structure as the ideal.

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

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

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

1 2 3 4 5 6 7

24. I think that my clients should exhibit some degree of psychological mindedness and sophistication.

1 2 3 4 5 6 7

25. I believe that minority clients will benefit most from counseling with a majority who endorses White middle-class values and norms.

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

30. I believe that all clients must view themselves as their number one responsibility.

1 2 3 4 5 6 7

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

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

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

Thank you for completing this instrument. Please feel free to express in writing below any thoughts, concerns, or comments you have regarding this instrument:

Appendix B

SENTENCE COMPLETION TEST FOR WOMEN (Form 81)

ID # _____

Instructions: Complete the following sentences.

1. When a child will not join in a group
2. Raising a family
3. When I am criticized
4. A man's job
5. Being with other people
6. The thing I like about myself is
7. My mother and I
8. What gets me into trouble is
9. Education
10. When people are helpless
11. Women are lucky because
12. A good father
13. A girl has a right to
14. When They talked about sex, I
15. A wife should
16. I feel sorry
17. A man feels good when
18. Rules are

Appendix B

SENTENCE COMPLETION TEST FOR MEN (Form 81)

ID # _____

Instructions: Complete the following sentences.

1. When a child will not join in a group
2. Raising a family
3. When I am criticized
4. A man's job
5. Being with other people
6. The thing I like about myself is
7. My mother and I
8. What gets me into trouble is
9. Education
10. When people are helpless
11. Women are lucky because
12. A good father
13. A girl has a right to
14. When They talked about sex, I
15. A wife should
16. I feel sorry
17. A man feels good when
18. Rules are