

INTERSECTIONS OF DIVERSITY AND TRAINEE COMPETENCE PROBLEMS:
FACULTY PERSPECTIVES FROM CONTEXT
TO “COLORBLINDNESS”

by

DAVID SCOTT MILLER

A DISSERTATION

Presented to the Department of Counseling Psychology
and Human Services
and the Graduate School of the University of Oregon
in partial fulfillment of the requirements
for the degree of
Doctor of Philosophy

September 2008

University of Oregon Graduate School

Confirmation of Approval and Acceptance of Dissertation prepared by:

David Miller

Title:

"Intersections of Diversity and Trainee Competence Problems: Faculty Perspectives from Context to "Colorblindness""

This dissertation has been accepted and approved in partial fulfillment of the requirements for the Doctor of Philosophy degree in the Department of Counseling Psychology and Human Services by:

Linda Forrest, Chairperson, Counseling Psychology and Human Services
Benedict McWhirter, Member, Counseling Psychology and Human Services
Deborah Olson, Member, Special Education and Clinical Sciences
Mia Tuan, Outside Member, Teacher Education

and Richard Linton, Vice President for Research and Graduate Studies/Dean of the Graduate School for the University of Oregon.

September 6, 2008

Original approval signatures are on file with the Graduate School and the University of Oregon Libraries.

© 2008 David Scott Miller

An Abstract of the Dissertation of
David Scott Miller for the degree of Doctor of Philosophy
in the Department of Counseling Psychology and Human Services

To be taken September 2008

Title: INTERSECTIONS OF DIVERSITY AND TRAINEE COMPETENCE
PROBLEMS: FACULTY PERSPECTIVES FROM CONTEXT TO
“COLORBLINDNESS”

Approved: _____
Dr. Linda Forrest, Ph.D.

The dual roles of educators and gatekeepers (Laloties & Grayson, 1985; Vacha-Haase, Davenport, & Kerewsky, 2004) require faculty to identify and work with students who are identified as having problems of professional competence (TIPPC). Although a number of researchers (e.g., Forrest, Elman, Gizara & Vacha-Haase, 1999; Huprich & Rudd, 2004; Vacha-Haase et al.) have found that on average, at least one student per program is identified as having professional competence problems every three to five years, few have explored trainers’ experiences working with colleagues and TIPPCs on trainee remediation or dismissal. Even fewer have explored trainers’ processes for working at intersections of diversity with TIPPC, leading some researchers (Forrest et al., 1999) to

suggest that programs' mechanisms for identifying and remediating problems of professional competence in training have not adequately addressed intersections with diversity. The omission of these variables is particularly troubling as it may pose threats to the retention of diverse cohorts. Using a Grounded Theory approach, interviews with 22 training directors (TDs) and faculty members were analyzed to explore processes for conceptualizing and addressing intersections of diversity with TIPPC. A model emerged in which participants described dilemmas, examined apparent problems, reached decisions and acted on what they had learned. Processes for conceptualizing and addressing these intersections were embedded in contexts of (a) espoused ideologies and (b) program variables that impacted conversations about intersections of diversity with TIPPC.

Participants who espoused a context-attentive approach demonstrated less consistency than participants who espoused a colorblind approach, sometimes losing or discontinuing attention to context during their analyses. Possible reasons for this discrepancy, as well as training, research, and political implications are discussed.

CURRICULUM VITAE

NAME OF AUTHOR: David Scott Miller

GRADUATE AND UNDERGRADUATE SCHOOLS ATTENDED:

University of Oregon, Eugene, Oregon
University of Texas, Austin, Texas
University of Massachusetts, Amherst, Massachusetts

DEGREES AWARDED:

Doctor of Philosophy, Counseling Psychology, 2008, University of Oregon
Master of Science in Social Work, 2002, University of Texas
Bachelor of Arts in Anthropology, 1994, University of Massachusetts
Bachelor of Arts in Social Thought and Political Economy, 1994, University of
Massachusetts

AREAS OF SPECIAL INTEREST:

Multiculturalism in Supervision, Training, and Education
Psychology Study of Men and Masculinity

PROFESSIONAL EXPERIENCE:

Predoctoral Psychology Intern, University Counseling Service, University of
Iowa, 2007-2008

Director, University of Oregon Men's Center, Eugene, OR, 2003-2006

Psychology Practicum Student, Eugene Veteran's Administration, 2004-2005

Psychology Practicum Student, Child and Family Center, Eugene, OR 2003-2004

Social Work Intern, University of Texas Counseling and Mental Health Center,
Austin, TX, 2001-2002

Social Work Intern, North Austin Medical Center, Austin, TX, 2000-2001

GRANTS, AWARDS AND HONORS:

Dissertation Research Award, College of Education, University of Oregon, 2007

Datatel Scholars Foundation Scholarship, 2006

Thomas W. Vollmer Scholarship, College of Education, University of Oregon, 2006

University Scholarship, University of Oregon, 2006

Loren Frankel Scholarship, American Men's Studies Association, 2006

Student Travel Award, American Psychological Association, 2006

Travel Grant, Center for the Study of Women in Society, University of Oregon, 2005

Student of the Year, APA Division 51, Society for the Psychological Study of Men and Masculinity, 2004

Texas Commission on Alcohol and Drug Abuse Scholarship, 2001, 2002

PUBLICATIONS:

Miller, D. S. S., Forrest, L., & Elman, N. S. (in press). Training directors' conceptualizations of diversity in trainee remediation: A preliminary investigation. *The Counseling Psychologist*.

Forrest, L., Elman, N. S., & Miller, D. S. Shen. (in press). Psychology trainees with competence problems: From individual to ecological conceptualizations. *Training and Education in Professional Psychology*.

Loschiavo, C. J., Miller, D. S., & Davies, J. A. (2007). Engaging men in difficult dialogues about privilege and social justice. *College Student Affairs Journal*, 26, 193-200.

Kaslow, N. J., Rubin, N. J., Forrest, L., Elman, N. S., Van Horne, B. A., Jacobs, S. C., et al. (2007). Recognizing, assessing and intervening with problems of professional competence. *Professional Psychology: Research and Practice*, 38, 479-492.

Miller, D. S., & McWhirter, E. H. (2006). The history of career counseling: From Frank Parsons to 21st century challenges. In M. Stauffer & D. Capuzzi, (Eds.). *Career and life style planning: Theory and application*. (pp. 3-39). Boston, MA: Allyn and Bacon.

ACKNOWLEDGMENTS

I wish to express sincere appreciation to Dr. Linda Forrest for her assistance and support throughout the preparation of this manuscript. In addition, I extend sincere appreciation and thanks to Michelle Burt and Dr. Forrest for their excellent work as members of the grounded theory research team. I also extend sincere thanks to Drs. Benedict McWhirter, Deborah Olson, and Mia Tuan, for your dedication and work as members of my dissertation committee. I would also like to thank those Training Directors and faculty members who participated in this study for their candor in our interviews and their feedback and comments on the results. Finally, most heartfelt thanks to my wonderful wife Seraphine, and my entire family for your help, support, and encouragement throughout this process and the course of my graduate training.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Diversity in Psychology	1
The Importance of a Pipeline	2
Recruiting Successes and Challenges	3
Challenges to Recruitment: Training Interactions	5
Definitions and Terms	7
II. REVIEW OF THE LITERATURE	10
Intersections of Diversity with Problems of Professional Competence	10
Overview of the TIPPC Literature	10
Empirical Attention to Intersections of Diversity with TIPPC.....	13
The Practical Impact of a Sparse Literature Base.....	17
Summary	19
Race/Ethnicity and Gender in the Supervision Literature	20
Cross-Cultural Supervision: Conceptual Literature	21
Supervisor Attention to Race/Ethnicity and Culture	22
Supervisor Attention to Sex/Gender	24
Minority Supervisor-Majority Supervisee	24
RE and Gender Biases in Evaluation	25
Process and Outcomes: Empirical Literature on Race/Ethnicity	26
Expectation and Sources of Conflict	27
Addressing Culture in Supervision	29
Trust, Liking, and Satisfaction in Supervision	34
Evaluation of Supervisees	36
Supervisory Relationship Processes: Empirical Literature on Sex and Gender	37

Chapter	Page
Satisfaction with the Supervisory Relationship	37
Sex Differences in Supervision Process and Content	39
Evaluation	43
Conclusion	44
Expectations	45
Differential Treatment	46
Addressing Culture	46
Evaluation	48
Summary	48
Overview of the Study	49
Focusing on Counseling Psychology Faculty	49
Research Questions	51
Chapter Summary	51
III. METHODS	53
Researchers-as-Instruments	53
Principal Investigator as Instrument	53
Research Team Members as Instruments	55
Power Differences among Researchers	56
Philosophical and Paradigmatic Assumptions	57
Research Design	59
Participants	60
Data Collection Procedures	65
Data Analysis	72
Trustworthiness	79
IV. RESULTS	82
Program Variables that Affect Conversations About Diversity and TIPPC	82
Demonstrating MC Commitments Through Critical Mass Recruitment Efforts	84
Philosophical Commitments to Establishing and Maintaining Diversity Conversations	87

Chapter	Page
Tensions Among Faculty Around MC Issues	94
Summary	104
Espoused Ideologies: “Colorblindness” to Context	105
Describing Dilemmas	110
Fearing to “Lower” Standards	110
Enforcing Culturally Circumscribed Standards	110
Examining the Problem	113
Role of Culture in Professional Standards	113
Distal Aspects of TIPPC’s Training Ecology	115
Proximal Aspects of TIPPC’s Training Ecology	125
TIPPC’s Cultural Identity	133
Summary	137
Reaching a Decision	138
“Both/And” and “Either/Or” Frameworks	138
Sustaining Integration of Culture and Standards	142
Weighing Responsibility as Trainer	144
Client Safety	146
Assuming Universality	147
Summary	150
Learning	150
Responding	152
Making Changes to the Training Ecology	153
Initiating Dialogues	154
Focusing Mentorship to Address Contextual Difficulties	155
Using Limitations of Ecology to Educate Students About Social Justice	158
Modifying Remediation	158
Chapter Summary	160
V. DISCUSSION	163
Strengths of the Study	164
Different Results Between the Current and Previous Studies	165
Consistency of Espoused Ideologies	166

Chapter	Page
Variability in Applying Context-Attentive Approaches	167
Losing and/or Discontinuing Attention to Context	168
Summary	176
Transferability	176
Limitations of the Study	177
Phone Interviews	178
Researcher Social Address	178
Participant Disclosure and Self-Report	179
Selection Bias	180
Social Constructionist Considerations	181
Training Implications	183
Existing Program Variables	183
Environmental Threats to Trainee Well Being	184
Processes, Interactions, and Assumptions within the Training	
Ecology	184
Taking Action, Challenging the System, and Supporting Trainees	186
Research Implications	187
Summary, Conclusions, and Political Implications	189
APPENDICES	192
A. INTERVIEW GUIDE (INITIAL ITERATION)	192
B. INTERVIEW GUIDE (FINAL ITERATION)	196
C. CONSENT TO PARTICIPATE IN RESEARCH	200
D. RECRUITMENT LETTER	202
E. INFORMATIONAL LETTER FROM DR. FORREST	204
F. FOLLOW UP RECRUITMENT EMAIL	205
G. UPDATED INFORMED CONSENT TO EXPAND RESEARCH	
TEAM	206
H. EMAIL ASKING PARTICIPANTS TO REVIEW AND COMMENT ON	
RESULTS	207

Chapter	Page
I. LIST OF INITIAL CODES, CATEGORIES, AND QUESTIONS	208
J. RESEARCHER JOURNAL	229
REFERENCES	267

LIST OF FIGURES

Figure	Page
1. Program variables that affect conversations about diversity and TIPPC	83
2. Decision-making processes about intersections of diversity and TIPPC	109

LIST OF TABLES

Table	Page
1. Participants' Demographics	63
2. Range and Median Percentages of Programs' Demographics	64

CHAPTER I

INTRODUCTION

Diversity in Psychology

Calls for inclusiveness and greater diversity in psychology originated more than 40 years ago (Maton, Kohout, Wicherski, Leary & Vinokurov, 2006). Numerous authors (e.g., Hall, 1997; Moradi & Neimeyer, 2005) have cited rapid increases in the diversity of the U.S. population as incentives for diversifying psychological services including practice, research, and training. Psychology organizations have responded through such efforts as the National Conference on Graduate Education in Psychology, the Conference of National Councils of Schools of Professional Psychology (Stricker et al., 1990), the first National Multicultural Conference and Summit in 1999 (Chung, Marshall & Gordon, 2001), and highlighting "ethnic minorities" as a major presidential theme within the American Psychological Association (APA) in 1999. The APA has developed internal structures to address issues of race and racism (e.g., Committee on Ethnic Minority Affairs, Commission on Ethnic Minority Recruitment, Retention and Training within Psychology), and organizations and Divisions (e.g., Division 45 on Ethnic Minority Affairs, Division 44 on Lesbian, Gay, and Bisexual Issues) dedicated to the concerns of psychologists from diverse backgrounds. Journals with similar commitments (e.g., *Cultural Diversity and Ethnic Minority Psychology*, *Journal of Multicultural Counseling and Development*) have developed and been successful (Neville & Carter, 2005). Additional efforts have included the development of the Suinn Minority

Achievement Award to recognize exemplary academic programs for their efforts in the recruitment, retention and graduation of ethnic minority students, the development of the APA Minority Fellowship Program, and the unanimous endorsement by the APA of the Guidelines for Multicultural Education and Training, Research, Practice and Organizational Change (Vasquez & Jones, 2006).

The Importance of a Pipeline

Organizational commitments have also been enacted through education and training efforts (e.g., Stricker et al., 1990; Sue et al., 1999; Vasquez & Jones, 2006; Vasquez et al., 2006) to recruit students and faculty of color (Hammond & Yung, 1993; Moradi & Neimeyer, 2005; Munoz-Dunbar & Stanton, 1999). Researchers have examined and recommended (a) successful techniques used in the recruitment of students of color (Hammond & Yung; Rogers & Molina, 2006), and (b) criteria by which to evaluate the success of institutions' rates of recruitment and retention of students of color (Munoz-Dunbar & Stanton). Maton and colleagues (2006) emphasized the importance of a pipeline of students and faculty of color, suggesting that increasing the number of students of color receiving undergraduate degrees would expand the pool of graduate school applicants, leading to increased numbers of racial/ethnic minority students in graduate programs, and resulting in greater numbers of faculty of color. Maton and colleagues observed that increased numbers of people of color at all stages of higher education translated into greater opportunities for critical mass, support, and visibility, which all facilitate recruitment and retention efforts for people of color.

Retaining people of color as graduate students and faculty members is essential to efforts to diversify psychology. Atkinson, Brown, Casas, and Zane (1996) theorized that having more faculty of color could help advance a multicultural competency agenda by incorporating different sociocultural perspectives into research, scholarship, and training. Similarly, Bernal and Castro (1994) found that programs with more faculty of color tended to be more involved with competence around minority issues in terms of coursework, research, and clinical training.

Recruiting Successes and Challenges

Programmatic and departmental attention to recruiting and retaining students of color has accompanied these organizational commitments and efforts. In 1994, 98% of clinical doctoral programs affirmed efforts to recruit students of color and offered admission to students of color at rates (25%) that were more than double those represented (12%) in the applicant pool (Munoz-Dunbar & Stanton, 1999). Yet despite these efforts, the overall growth in numbers of students entering psychology programs remains less than representative of the U.S. population, especially at the upper level of the pipeline. Maton et al. (2006) found that although the rates at which racial/ethnic minority students entered programs and received undergraduate and master's degrees had grown from 1989-2003, the overall rates were still less than each group's U.S. population representation. Rates at the upper end of the pipeline (i.e., doctoral degrees) were even lower, had remained stagnant for racial/ethnic minorities since 1999, and had not grown for African American and Latina/o students since 1997. Similarly, Maton and colleagues noted that racial/ethnic minority faculty representation was roughly 40% of the

representation of racial/ethnic minorities in the overall population of the U.S. Such stagnation is particularly troubling, considering that more than 15 years ago Hammond and Yung (1993) predicted that achieving rates of racial/ethnic minority students in psychology that would be equal to each group's percentage of U.S. population would require tripling graduation rates of racial/ethnic minority students. The lack of growth for people of color entering the pipeline highlights the importance of recruitment and retention of racial/ethnic minority students, particularly in graduate programs (Hammond & Yung; Maton et al.; Molina & Rogers, 2006; Stricker et al., 1990; Vasquez et al., 2006).

The profession's commitment to increasing sex diversity in psychology through recruitment of females into student and faculty positions (Kite, Russon, Brehm, Fouad, Hall, Hyde, et al., 2001) has met with somewhat similar results. Despite increases in the percentage of female students in doctoral programs from 1980 (56%) to 1992 (67%; Norcross, Kohout, & Wicherski, 2005), in 2003 the number of females in faculty positions did not reflect these higher percentages of female graduates from doctoral programs (Kite et al.; National Center for Educational Statistics, 2005).

Considering these and other data, researchers have concluded biases and institutional barriers continue to exist for women (e.g., APA, 2000; Kite et al., 2001) and people of color (e.g., Dovidio & Gaertner, 2005; Dovidio, Gaertner, Kawakami & Hodson, 2002) in university settings. Such biases and barriers can occur during graduate education and training in areas such as supervision, clinical training, and evaluation. For example, researchers have found evidence of different treatment of supervisees based on

race/ethnicity (e.g., Cook & Helms, 1988; Kleintjes & Swartz, 1996; McRoy, Freeman, Logan, & Blackmon, 1986) and sex (e.g., Granello, 2003; Granello, Beamish, & Davis, 1997; Nelson & Holloway, 1990).

Challenges to Recruitment: Training Interactions

Efforts at recruiting students from diverse backgrounds will not translate into successful retention if the standards by which students are evaluated are not culturally inclusive (Sue et al., 1999). Several authors have asserted that a lack of explicit attention to multicultural competence in curriculum, educational, and ethical guidelines is likely to perpetuate the structural inequality and cultural hegemony that have existed in the concepts and traditions of psychology (e.g., APA, 2003, Arredondo et al., 1996; Hall, 1997, Sue, 2005). Sue commented that "educational curricula that pathologize the lifestyles and cultural values of minority groups are responsible for greater harm than overt, direct forms of prejudice and racism" (p. 108). As such, students may face a choice between their individual and group culture and that of the status quo (Maneolas & Carrillo, 1991; Vasquez et al., 2006).

A lack of attention to cultural inclusiveness among trainers and professional standards may have negative consequences for trainees whose approaches to the profession do not match conventional expectations and standards. Some researchers (e.g., Cook, 1994; Vasquez, 1999) have speculated that imbalances of power in the training hierarchy might exacerbate culturally rooted misunderstandings in trainee-trainer interactions, which could develop into problems in training. Forrest and colleagues (1999) theorized that one outcome of not examining issues of diversity such

as race/ethnicity and gender would be divergence between cultural and professional norms for students from minority backgrounds, which could lead to trainers identifying students from minority backgrounds as having problems of professional competence. Trainers who do not examine diversity in training can also be at risk for under-identifying problematic students, due to either inverted positional power (e.g., a minority supervisor, working in a program with a lack of demonstrated commitment to diversity, harboring doubts about the competence of a majority supervisee), or a fear among faculty of appearing biased (e.g., sexist or racist) (Forrest et al.; Norton & Coleman, 2003; Steward & Phelps, 2004).

Such difficulties can also complicate remediation and dismissal processes. Supervisors reported to Gizara (1997) that cultural differences exacerbated conflicts among supervisors involved in remediation and dismissal decisions, a phenomenon that Vacha-Haase also observed in her (1995) research. Miller, Forrest, and Elman (in press) found that many training directors (TDs) experienced strong emotions associated with race/ethnicity in trainee remediation. Participants who expressed confusion, discomfort around acting inappropriately, or fear of being perceived as biased tended to assign responsibility for problems to trainees without examining other aspects of the training system that might be contributing to the trainee's identified competence problems. Tedesco (1982) speculated that concerns about legal ramifications of affirmative action might cause internship faculty to be hesitant to dismiss racial/ethnic minority and female interns. Swann (2003) echoed these concerns, speculating that faculty might be concerned about how students' grievances would be construed. Swann added that

programs might have a strong desire to keep those students from diverse backgrounds that they were able to recruit, which could further complicate processes of TIPPC identification, remediation, and dismissal.

Understanding intersections of diversity with trainees with professional competence problems is thus germane to the advancement of a multicultural agenda in psychology. Because cultural differences are a potential source of misunderstanding, and power in the training milieu is hierarchical (Vasquez, 1999), psychology educators and trainers need to deepen our understanding of potential intersections of diversity with trainees with professional competence problems, to increase the sophistication and intentionality with which we conceptualize and address instances in which students from all backgrounds are perceived as struggling to develop professional competence. Such a responsibility is required by the APA Code of Ethics, which requires trainers to attend to power imbalances in clinical and professional relationships, and take "precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices" (APA, 2002, pp. 3-4). Psychology trainers in particular need to understand whether or how such intersections pose threats to student retention and to multicultural competence.

Definitions and Terms

In the following pages, I will use the term *race/ethnicity* (RE) instead of race due to suggestions in the literature (e.g., Helms, Hernigan, & Mascher, 2005; Yee, Fairchild, Weizmann, & Wyatt, 1993) that the term *race* perpetuates a false sense of biological difference and reinforces a hierarchy based on skin tone among groups of people. Using

that same rationale, I refer to all Whites/Caucasians as *Euro-Americans (EA)*. I use *Multicultural (MC)* when discussing groups of trainees from diverse racial/ethnic and gender backgrounds. Sue, Bingham, Porche-Burke and Vasquez (1999) pointed out that although *multiculturalism* as an umbrella term has been critiqued as potentially diluting attention to significant cultural differences among diverse groups and diverting attention away from some discussions in favor of other, less uncomfortable ones (e.g., switching from a discussion of race to one of social class), the term also represents a commitment to embracing multiple perspectives and worldviews, and is used to embody the concepts of social justice.

Although literature on trainees with problems of professional competence traditionally has used the term *impairment*, I employ the newer term *professional competence problems* to avoid definitional confusion (e.g., merging cause and expression of behavior, uncertainty whether a trainee has reached and regressed vs. never reached competence), and legal risks (i.e., overlap with definitions used in the Americans with Disabilities Act) that have accompanied the use of the term *impairment* (Elman and Forrest, 2007; Falendar, Collins, & Shafranske, 2005; Forrest, Elman, Gizara & Vacha-Haase, 1999). Recently, Forrest, Elman, and Miller (in press) recommended that trainers use Bronfenbrenner's (1979) ecological model when working with students who are struggling with professional competence problems, as the framework is ideal for "keeping track of the complex, interconnected, interacting, and evolving individual and environmental influences" that can contribute to a trainee's competence problems (p. 7). Such an approach recognizes that problems of professional

competence may stem not only from individual character or personality but also from challenges or difficulties across multiple systems in the training ecology. In accordance with these recommendations, I use the term *trainees identified as having problems of professional competence* (TIPPC) throughout this paper.

Finally, throughout this paper I use the term “*colorblind*” to capture an ideological framework used by some participants to conceptualize and address intersections of diversity with TIPPC. This approach was used to describe intentional lack of attention to diversity variables when considering a problem of professional competence in training. Although the term “*colorblind*” has been used to capture ideological approaches that include stated intentions to ignore race/ethnicity, based on participant usage I am applying it to approaches that include stated intentions to ignore any and all aspects of diversity. I introduce the term in quotations to convey to readers that it captures direct participant expression. I also use the term with awareness that researchers (e.g., Bonilla-Silva, 2000; Dovidio & Gaertner, 2005; Dovidio et al., 2002; Ryan, Hunt, Weible, Peterson, & Casas, 2007) have found that individuals who indicate that they do not consider diversity variables in situations often demonstrate through their behavior that they are aware of, and attending to, such variables. I have found that this phenomenon similarly exists in the data used in this study. Readers are encouraged to consider these comments as they encounter the term throughout this study.

CHAPTER II

REVIEW OF THE LITERATURE

Intersections of Diversity with Problems of Professional Competence

Overview of the TIPPC Literature

Student difficulties that are grounds for remediation and/or dismissal are not rare, isolated occurrences. Across programs (e.g., counselor education, clinical, counseling, and school psychology), levels of graduate training (i.e., master's, doctoral) and settings (i.e., academic programs, internships), researchers (e.g., Biaggio, Gasparikova-Krasnec, & Bauer, 1983; Boxley et al., 1986; Bradey & Post, 1991; Forrest et al., 1999; Huprich & Rudd, 2004; Olkin & Gaughen, 1991; Vacha-Haase, 1995; Vacha-Haase et al., 2004) have found consistently that at least one student per program is identified as having professional competence problems, remediated, and/or dismissed every three to five years. Studies have concentrated on identifying prevalence rates and types of professional competence problems (e.g., Boxley et al; Huprich & Rudd, 2004; Procidano, Busch-Rossnagel, Reznikoff, & Geisinger, 1995; Russell & Peterson, 2003; Tedesco, 1982; Vacha-Haase et al.), forms of remediation (e.g., Elman & Forrest, 2004; Vacha-Haase et al.) faculty or program communication about evaluation criteria to students (e.g., Oliver, Bernstein, Anderson, Blashfield, & Roberts, 2004; Vacha-Haase et al.), gatekeeping practices (e.g., Elman & Forrest; Gaubatz & Vera, 2002), student perspectives (Gaubatz & Vera, 2006; Mearns & Allen, 1991; Oliver et al.; Rosenberg, Getzelman, Arcinue, & Oren, 2005; Swann, 2003), and/or organizational and legal

issues (Busseri et al., 2005; Forrest et al., 1999; Gilfoyle, in press; Gizara & Forrest, 2004; Knoff & Prout, 1985).

Most of the empirical studies in this area have been critiqued by several authors (Forrest et al.; Vacha-Haase et al., 2004) as having limited generalizability due to sampling problems, low response rates, and simplistic designs and analyses. Of additional concern is the fact that few researchers have explored trainers' experiences of working with colleagues and TIPPCs on trainee remediation or dismissal.

Although a number of authors (e.g., Baldo, Softas-Nall, & Shaw, 1997; Bemak et al., 1999; Frame & Stevens-Smith, 1995; Hahn & Molnar, 1991; Knoff & Prout, 1985; Lamb, Presser, Pfof, Baum, Jackson, & Jarvis, 1987; Lumadue & Duffy, 1999; Wester, Fowell, Fouad, & Santiago-Rivera, in press) have proposed models for identifying, remediating and/or dismissing students, only one (Baldo et al., 1997) model directly addresses the personal difficulties involved in trainer processes. In addition, none have been empirically tested, and none include explicit attention to intersections of TIPPC with diversity. Additionally, researchers have found that many programs continue to operate without written or formal guidelines (Huprich & Rudd, 2004; Vacha-Haase et al., 2004), and operate in relative isolation. Vacha-Haase and her colleagues (2004) found that for programs working with students who needed remediation, 53% operated without written guidelines. In addition, 83% of program directors did not consult with other programs, and 92% did not consult with APA. Similarly, Huprich and Rudd's (2004) survey of 199 clinical, counseling, and school psychology doctoral programs and internships, found that 42% of academic programs operated without written guidelines.

As a result, although some research exists about types of problems and remediation options, little is known about trainer processes when working with TIPPCs. A similar lack exists in terms of communication among programs and the availability of empirically tested models. In addition to the potential difficulties posed by (a) the lack of empirically tested models, and (b) the sparse amount of empirical literature on trainer processes, a number of authors have described theoretical and anecdotal challenges to working with TIPPCs, including: Accurate knowledge of litigation issues (Gilfoyle, in press; Knoff & Prout, 1985; Tedesco, 1982), systemic problems and a lack of administrative support (Baldo, et al., 1997; Bemak, Epp & Keys, 1999; Elman et al., 1999; Gaubatz & Vera, 2002; Lamb, 1999), individual difficulty (Laloties & Grayson, 1985; Lamb, Cochran, & Jackson, 1991; Vasquez, 1999), and a desire for positive relationships with students (Bemak et al., 1999; Gaubatz & Vera, 2002; Oliver et al., 2004; Schoener, 1999; Vasquez, 1999).

Individual difficulty. For example, Bemak and colleagues (1999) speculated that faculty and clinical supervisors' awareness of students' investments of time, effort, and money in their graduate program could lead to reluctance to remediate or dismiss a TIPPC. Other factors that might increase faculty reluctance include students struggling with less quantifiable types of difficulty (e.g., inadequate clinical work; Bemak et al.; Hensley, Smith, & Thompson, 2003), the amount of time demanded by TIPPC remediation (Olkin & Gaughen, 1991), personal stress of working with a TIPPC (Lamb et al., 1991; Vacha-Haase et al., 2004) and fear that one will be challenged or sued by colleagues and/or trainees (Baldo et al., 1997; Gizara & Forrest, 2004; Tedesco, 1982).

In addition, trainer preferences for positive interactions with students and a self-image as a student advocate may underscore faculty difficulty negotiating the roles of gatekeeper and educator, and increase their challenges identifying and addressing TIPPCs (Vasquez, 1999). Systemic issues such as conflict among faculty (Gizara & Forrest), a lack of program accreditation status, high numbers of adjunct faculty, high student-faculty ratios, and faculty concern about negative teaching evaluations also make identifying and following through with a TIPPC much less likely (Gaubatz & Vera, 2002), highlighting the impact of a lack of organizational support on trainers' ability to fulfill gatekeeping responsibilities.

Challenges related to diversity. Instances in which diversity intersects with TIPPC may be even more complex and challenging, including obstacles to infusing multiculturalism in education articulated by Sue and colleagues (1999). These authors described obstacles such as strong emotional reactions, cultural norms that restrict and constrain difficult discussions, and a lack of preparation and expertise among trainers and educators to engage in such dialogues and actions. These and other obstacles may heighten faculty discomfort and stress associated with general trainee remediation and dismissal when intersections with diversity are present, and may make faculty processes and decisions even more complex and difficult as a result.

Empirical Attention to Intersections of Diversity with TIPPC

The above assertions are speculative, due to sparse literature on identifying, remediating, and dismissing students at intersections of diversity with TIPPC. None of the proposed (and in use) models for student remediation and dismissal include explicit

attention to diversity into their procedures. As Gizara (1997) noted, most studies on TIPPC “keep the focus of inquiry on the competence issues of the impaired clinician or trainee. These efforts contextually strip the issue of impairment before a knowledge base about the context has been established” (p. 4).

To date, only six studies (Boxley et al., 1986; Gizara & Forrest, 2004; Miller et al., in press; Swann, 2003; Tedesco, 1982; Vacha-Haase, 1995) have attended to intersections of diversity with TIPPC. Three of these studies focused on internship settings, and three on academic settings; five of these studies focused on trainer perspectives, and one on trainee perspectives. Two studies (Boxley et al., 1986; Tedesco, 1982) examined RE and sex prevalence rates at internship sites. Boxley et al. compared sex and RE prevalence rates between rates of enrollment and rates of TIPPC, finding no discrepancies based on either variable. Tedesco found rates of dismissal for trainees to be “disproportionately higher” for males than females, and higher for EA trainees than RE minority trainees (p. 696). Several problems arise when considering the contradictory findings from these studies. First, both authors visually examined the data and formed conclusions without conducting more advanced statistical analyses. In addition, Boxley and colleagues obtained their data through asking programs to select one representative case of TIPPC, and thus did not gather data on all TIPPCs for each program. As such, their prevalence rates are not based on a full examination of existing data from those programs. Finally, the findings from the two studies are more than 20 years old. Because demographics in psychology training have changed in the last 20 years (Maton et al., 2006), such rates may not reflect current realities. Such limitations

caused Forrest and her colleagues (1999) to caution that conclusions about rates of RE and gender among TIPPC might be hasty.

In the only study to date of trainees' perspectives of intersections of diversity with TIPPC, Swann (2003) examined trainees' perceptions of (a) due process, (b) their ability to take action when concerned about themselves or a peer, (c) the impact of their knowledge of due process on their perceived ability to take action, and (d) program environment. Swann included specific attention to the impact of gender and RE across these areas, but did not find significant relationships between trainees' RE or gender and their actions addressing a problem with a peer.

Although she did not find significant differences based on RE or gender in trainees' perceptions of faculty sensitivity to RE and gender generally, Swann (2003) found that RE minority trainees perceived faculty to be less supportive when considering trainee problems regarding race than did EA trainees. In addition, Swann commented that EA peers appeared to be more satisfied with their actions addressing a peer of a different race or gender than were RE minority trainees, although those differences did not reach significance. The study adds to the literature in its examination of trainee perspectives, as well as the author's attention to influences of RE and gender on trainees' perceptions of actions (student and faculty) taken to address intersections of diversity with TIPPC. However, the study also has limitations, such as a low (17.4%) response rate. In addition, because the author asked participants to rank-order their perceptions of faculty support, her findings did not provide information about specific faculty actions, attitudes, or behaviors that may have contributed to trainees' perceptions.

The remaining three studies (Gizara & Forrest, 2004; Miller et al., in press; Vacha-Haase, 1995) examined data on general processes of remediation and dismissal. In the course of their investigations, each set of researchers uncovered information about trainer awareness of diversity factors that impacted evaluative decisions. In every study, the researchers found that trainers believed that cultural differences complicated decisions about TIPPC. Through qualitative interviews, internship supervisors reported to Gizara and Forrest (2004) that cultural differences among themselves and between students and supervisors increased their difficulty identifying and working with problematic trainees. In a survey of academic programs' rates and processes for identifying, remediating, and dismissing TIPPCs, 11% of TDs similarly reported to Vacha-Haase (1995) that RE differences complicated decisions about TIPPCs.

Miller and colleagues (in press) conducted the first focused examination of the extent to which training directors (TDs) identified and included RE and gender in their discussions of TIPPC remediation. The authors found that TDs who stated that RE and gender was important to consider in trainee remediation did not maintain consistent attention to RE and/or gender in their discussions of specific cases and general aspects of remediation. In addition, the authors found that TDs exhibited differences between their discussions of gender and RE, demonstrating (a) more definitional clarity and conceptual sophistication about gender than RE, and (b) strong emotions associated with RE but not gender.

Although the findings from these three studies are important, existing limitations impact the extent to which conclusions may be drawn. First, data for these studies were

not explicitly focused on intersections of diversity with TIPPC. The studies conducted by Gizara and Forrest (2004) and Vacha-Haase (1995) were both designed to examine broad processes related to trainer perspectives on remediation and dismissal. Although Miller and colleagues (in press) directly examined TDs' perspectives on intersections of RE and gender with TIPPC, their data were gathered through interviews focused on the use of psychotherapy in remediation (c.f. Elman & Forrest, 2004). No one has yet explored such intersections explicitly and in depth. As a result, little is known about the processes involved at intersections of RE, gender, and/or other diversity variables with TIPPC.

The Practical Impact of a Sparse Literature Base

The lack of empirically tested procedures for remediation and dismissal, coupled with sparse literature exploring intersections of diversity with TIPPC likely mean that program faculty have less guidance when working at such intersections. Considering findings by Vacha-Haase and colleagues (2004) that 83% of trainers did not consult with other programs, and 92% did not consult with APA for instances involving remediation, the likelihood of less guidance around intersections of diversity with TIPPC is particularly sobering. The lack of conceptual and empirical literature may also leave trainers under-prepared to examine potential bias in their expectations of diverse trainees, and ill equipped to consider culture, context, and socialization in planning effective remediation (Forrest et al, 1999; Swann, 2003).

For example, a lack of guidance may increase programs' risk of over-representing RE minority students among those needing remediation, and/or reinforcing

institutionalized biases and discrimination. Such a lack of guidance may be particularly salient for trainers who (a) hold differential competency standards for different groups based on conscious or unconscious bias, and/or (b) have fewer tools to examine, identify, and intervene with problematic behaviors that intersect with cultural, gendered or religious experiences such as "hostility to members of other races... gendered behavior that severely restricts possible interventions or is harmful to clients...(or) views about homosexuality as pathology" (Forrest et al., 1999, p. 670). Similarly, in her review of the literature, Swann (2003) speculated that different cultural norms about (a) seeking help and (b) privacy about sharing struggles with outsiders could each provoke additional strain for the trainee, and lead to a lack of identification by trainers that a problem may exist. In addition, Swann noted that both trainers and trainees hold gender role expectations (e.g., emotional expression) for male and female trainees, speculating that trainers might tolerate a stereotypically female behavior (e.g., tears) more than a stereotypically male behavior (e.g., arrogance) stemming from a trainee's struggle.

In contrast, although the authors did not directly address multicultural issues, Gaubatz and Vera's concept of "gateslipping" (p. 299) may apply to various scenarios envisioned by Forrest et al. (1999). For example, faculty who are afraid of appearing racist, classist or sexist may not identify a student with a deficiency in professional competence. Alternatively, MC faculty may believe and/or have the experience that their colleagues will not validate, support, or act on their concerns about a student, and thus do not identify a student who is struggling (Cook, 1994; Norton & Coleman, 2003; Steward & Phelps, 2004).

All of the above processes can include missed opportunities for training and possibly gatekeeping, and might increase a program's vulnerability to express or perpetuate institutionalized racism, sexism, and other forms of discrimination in remediation and dismissal decisions. Such actions may reinforce the silence of minority faculty members who observe trainee incompetence within programs that do not emphasize the importance of culture and diversity. Elman et al. (1999) suggested that a lack of examination into the ways in which dominant cultural values are embedded into disciplinary norms increases the risk for discrimination during training.

Summary

As Gizara and Forrest (2004) suggested, the sparse amount of empirical investigation into how programs handle TIPPC is alarming when considering the overall rates of such occurrences. The even smaller amount of empirical and conceptual literature on intersections of diversity with TIPPC should be cause for even greater alarm. Without investigations into such intersections, professionals will lack knowledge about the ways in which obstacles that have been found to impact trainers' actions and processes in all instances of TIPPC (e.g., fear of litigation, lack of departmental support, macro-level power issues) intersect with those obstacles that have been conceptually articulated and tentatively supported as impacting intersections of diversity with TIPPC (e.g., discomfort, embarrassment, and unease around issues of differences, fear of being identified as a racist). The lack of such knowledge may leave trainers without guidance when considering such intersections, heightening the risk of obscuring individual and group differences among trainees as they make decisions about identifying, remediating

and dismissing students. Such actions may cause trainers to inadvertently reinforce systemic inequalities within the profession.

An examination of the supervision literature may provide (a) tentative empirical grounding for some of the above speculations, as well as (b) directions for inquiry. The literature on diversity (e.g., gender, race/ethnicity) in supervision is somewhat larger and includes more empirical investigation. This body of literature provides a relevant comparison source because supervision functions as (a) a primary pathway to evaluate competencies as they develop in training, (b) one of the most common areas of training in which TIPPCs are identified, and (c) a frequent component of remediation plans (Procidano et al., 1995; Vacha-Haase et al., 2004).

Race/Ethnicity and Gender in the Supervision Literature

In this section, I focus on conceptual and empirical literature that examines how cross-cultural differences in supervision can include challenges to the supervisory relationship. Such challenges are relevant to intersections of diversity with TIPPC for several reasons. First, supervision is a primary mechanism through which supervisees develop the clinical tools needed for competent practice as psychologists (Goodyear & Guzzardo, 2000; Holloway & Neufeldt, 1995). Conflict or detachment in the supervisory relationship can impede skill development (Ladany, Brittan-Powell & Pannu, 1997; McRoy et al., 1986), provoking immediate and/or long-term problems.

Second, clinical work is one of the most common areas of training in which a trainee's problems may be identified and addressed (McRoy et al., 1986; Olkin & Gaughen, 1991; Vacha-Haase, et al., 2004). Supervisors play a key role in identifying

difficulty as well as providing support for trainees (Manoleas & Carrillo, 1991). Some authors (e.g., Forrest et al., 1999; Vasquez, 1999) have suggested that a lack of attention to cultural issues and/or conscious or unconscious biases could lead supervisors in cross-cultural supervisory dyads to misattribute supervisees' behaviors in supervision and possibly over- or under-identify supervisees as struggling. Third, the fact that many programs assign additional supervision as part of remediation plans (Olkin & Gaughen, 1991; Vacha-Haase et al., 2004) could potentially create an ironic repetition of the difficulties that precipitated a supervisee's remediation plan. For example, if a supervisee was identified as a TIPPC due to supervisor inattention to cultural issues, requiring that supervisee to undergo additional supervision as part of remediation may recapitulate the original conflict, reinforcing the possibility for Type I error that problems of professional competence exist.

Cross-Cultural Supervision: Conceptual Literature

The relatively recent emphasis on multicultural counseling competencies means that some supervisees will be more multiculturally knowledgeable than their trainers (Bernard, 1994; Bernard & Goodyear, 1998; D'Andrea & Daniels, 1997; Gatmon et al., 2001; Priest, 1994), raising questions about who will train the trainers to incorporate multicultural discussions in supervision (Priest; Vasquez & McKinley, 1982). Several theorists (Cook, 1994; Fong & Lease, 1997; Priest) have proposed that supervisors at different stages of RE identity development will differ in how they address RE in supervision, ranging from ignoring the RE of the client, supervisee and supervisor (i.e., a "colorblind" approach) through integrating awareness of RE as an essential aspect of

clients', supervisees', and supervisors' identities (Cook; Ladany et al., 1997).

Supervisors who are earlier in their RE or gender identity development may be less likely to (a) initiate or deepen discussions on these topics (Fong & Lease; Ladany et al.), and/or (b) conceptualize supervisee problems within a framework that includes attention to diversity. In addition, Constantine (2001) suggested that supervisees will often look to their supervisor to set the tone for supervision, and that inattention to cultural issues could limit the usefulness of supervisors' feedback about different clients. Cook emphasized that unspoken assumptions about RE and culture affect every aspect of supervision, "including establishment of the relationship and expectations, assignment of clients, conceptualization of clients and treatment planning... referrals, and evaluation of supervisees" (p. 137).

Supervisor Attention to Race/Ethnicity and Culture

A lack of attention to cultural variables in supervision and evaluation can impact the overall performance of both supervisor and supervisee. Supervisors who attend to RE and cultural topics can provide MC trainees with information about what is expected of them in cross-cultural environments (Cook & Helms, 1988), and help RE minority supervisees overcome some of the challenges posed by graduate school training such as integrating ethnic and professional identities, maintaining traditional familial roles and responsibilities, over-identifying with same-RE clients' situations (Manoleas & Carrillo, 1991), or addressing prejudice from a client, supervisor, or supervisee (Ali et al., 2005). Conversely, a lack of attention to culture in the supervisory relationship may lead to the use of White cultural norms as the standard of reference, encouraging indoctrination of

trainees from all RE backgrounds into the norms of the profession without challenging or discussing possibilities for integrating or changing those norms (Fong & Lease, 1997; Norton & Coleman, 2003).

Inattention to RE may cause supervisors to overlook the impact of variables such as historical and current trauma related to racism and prejudice (Bryant-Davis & Ocampo, 2005; Carter, 2007) on supervisees' functioning, development, and skill acquisition. Supervisors who do not attend explicitly to RE may also (a) make ignorant, racist, or assumptive comments about RE differences, (b) overly match clients to supervisees based on RE, or (c) rely on the MC supervisee as a *de facto* expert on all MC clients (Ali et al., 2005; McNeill, Hom & Perez, 1995). Any of these actions may generate or exacerbate conflict in the supervisory relationship and be detrimental to the supervisee's development and satisfaction with supervision (e.g., Cook, 1994; Priest, 1994; Ryan & Hendricks, 1989).

Consequently, Cook (1994) and Norton and Coleman (2003) suggested that those with the least power in supervision (i.e., supervisees) may suffer the most when RE is ignored, through difficulty acquiring clinical skills and developing personal and professional identity. The impact of supervisor power on the extent to which issues of culture are discussed in supervision has led many authors (e.g., Constantine, 1997; Cook; Holloway, 1992; Nelson & Holloway, 1990; Sue et al., 1998; Wester & Archer, 2002) to assert that supervisors have an ethical obligation to raise issues of culture and examine their biases, attitudes and assumptions about cultural differences.

Supervisor Attention to Sex/Gender

Similarly, a lack of attention to gender based assumptions and behaviors can perpetuate social inequalities for female supervisees (Ault-Richie, 1988; Munson, 1987), and threaten skill acquisition for male (Wester & Vogel, 2002) and female (Bernard & Goodyear, 1998) supervisees. Wester and Vogel suggested that males with high adherence to traditional male role norms could feel uncomfortable expressing emotions as a means to build relationships in psychotherapy and supervision. Bernard and Goodyear (1998) described “fairly predictable” (p. 46) gender biases in cross-sex supervisory relationships, including (a) female supervisees not being taken seriously, (b) female supervisors being expected to provide high levels of support to their supervisees, (c) female supervisees dealing with assumptions from male peers that praise from a male supervisor is the result of sexual attraction, and (d) male supervisees being unwilling to tolerate critical feedback from a female supervisor. Supervisors who do not attend to potential biases and assumptions based on gender differences may perpetuate such conflicts and difficulties in supervision.

Minority Supervisor-Majority Supervisee

Several authors (e.g., Ali et al., 2005; Norton & Coleman, 2003) have offered critiques that the majority of research and writing on cross-cultural supervision assumes supervisory dyads of majority supervisor-minority supervisee. However, dyads in which a minority supervisor is paired with a majority supervisee exist (as do other, complex intersections among RE, gender, sexual orientation, social class, etc.), and contain unique stressors and conflict potential. In addition, Ali et al. pointed out that minority

graduate students can be simultaneously supervisors and supervisees in multiple cross-cultural configurations. Priest (1994) commented on such pairings, suggesting that historical mistrust between different RE groups may make it more difficult for supervisors of color to want to share personal insights with majority trainees. Similarly, Steward and Phelps (2004) commented that minority supervisors with majority supervisees may have less power in the relationship, despite assumptions among majority colleagues that the hierarchy of supervisor-supervisee remains unchanged. Some authors (e.g., Ali et al.; Bradshaw, 1982; Norton & Coleman; Priest) have described challenges of such configurations that include racist and prejudiced remarks from supervisees, and challenges to one's competence and authority as a supervisor.

RE and Gender Biases in Evaluation

Evaluation of trainee performance is another aspect of supervision that can be negatively impacted by a lack of attention to cultural variables. Bernard (1994) suggested that "it is possible and far too probable that, within supervision, culture is honored in the relationship and dismissed in evaluation" (p. 169). Various authors have speculated that supervisors may hold different biases towards male and female supervisees (Bernard & Goodyear, 1998; Granello, 2003; Wester & Vogel, 2002) and towards RE minority supervisees (Brown & Landrum-Brown, 1995; Fong & Lease, 1997). Such biases may be particularly dangerous for supervisees especially if supervisors are members of a dominant culture or group (Cook, 1994). Brown and Landrum-Brown suggested that "cultural and racial differences in supervision might pose problems that exceed those encountered in counseling because the supervisee may

not be as free to escape the hierarchical and, possibly, oppressive environment of the supervisory relationship, whereas clients can quit counseling altogether" (p. 279). Positive bias may also exist and be problematic. McNeill and colleagues (1995) envisioned how White professors who are uncomfortable with RE differences may provide "excessive praise and (avoid) criticism" (p. 250) of RE minority trainees, potentially setting up negative consequences for those trainees within their peer group, and damaging the self-esteem, self-efficacy and self-concept of those trainees.

Process and Outcomes: Empirical Literature on Race/Ethnicity

The empirical literature on cross-cultural supervision contains equivocal findings and has been critiqued for a general lack of rigor in research design and statistical analysis procedures (Ellis & Ladany, 1997). Chung et al. (2001) agreed, describing a "collective ignorance of the science and practice of multicultural supervision" (p. 100). Most of the existing qualitative and quantitative research is based on data gathered through self-report and/or retrospective accounts. Although several researchers have conducted gender-focused content analyses of recorded supervision sessions (Granello, 2003; Granello et al., 1997; Nelson & Holloway, 1990; Sells, Goodyear, Lichtenberg, & Polkinghorne, 1997), only one study (Hilton, Russell, & Salmi, 1995) examined RE issues in cross-cultural supervision. Unfortunately, that study has been criticized for its use of analog design, all White supervisees, and for focusing on race, rather than the more complex variable of racial identity (Ellis & Ladany). Thus, knowledge about the extent to which RE is discussed in the supervisory relationship is limited. Researchers who have conducted investigations on cross-cultural supervision have focused on (a)

supervisees' and supervisors' expectations of conflict, (b) addressing culture in supervision, and (c) evaluation.

Expectation and Sources of Conflict

Evidence exists that supervisees and supervisors anticipate problems in cross-cultural supervision in ways that differ by RE. Vander Kolk (1974) compared Black and White rehabilitation counseling supervisees' expectations of supervision with a White supervisor, finding that Black supervisees expected less empathy, respect, and congruence in the supervisory relationship than did White students. Although the author examined possible relationships between expectations for supervision and personality, values, and race, significant differences between groups with high vs. low expectations were based on racial differences only. Based on these findings, Vander Kolk suggested that previous negative experiences with racism in educational institutions and professions may have generated negative expectations among Black supervisees. Although these findings are compelling, the study was limited by its lack of attention to White students' expectations of cross-racial supervision, and did not include follow up examinations of whether differences in expectations impacted the supervisory relationship.

McRoy et al. (1996) surveyed social work supervisees and supervisors for expected and actual rates of conflict within minority supervisor-majority supervisee and majority supervisor-minority supervisee dyads. The authors found that both majority and minority supervisors expected communication problems and differences in language and life experiences to be sources of conflict. White supervisors also expected that prejudice,

bigotry, lack of knowledge about cultural differences, and failure to recognize student strengths could be problematic in their supervisory relationships, whereas Black and Hispanic supervisors expected problems such as being challenged on their authority, knowledge, and power by White students.

McRoy and colleagues (1986) also found that supervisees' expectations varied by RE. Black supervisees expected conflicts around the (mis)use of power and authority, and the tendency for White supervisors to minimize the effects of RE differences, whereas White supervisees expected negative outcomes and less overall learning. Despite large lists of potential conflicts, supervisees and supervisors reported actual instances of conflict at relatively moderate rates (16% and 27%, respectively). However, McRoy and colleagues found that a majority of students who had problems either in cross-cultural supervision (71%) or in cross-cultural clinical work (60%) did not discuss them with their supervisors. In contrast, 75% of supervisors stated that they had discussed problems with their supervisees. Unfortunately, the study has significant limitations: The authors did not report data analysis or information about the significance of their results beyond percentages, and did not examine perceptions within supervisory dyads of how such conversations and conflicts occurred. However, the study included a comparatively even number of supervisory dyads that included RE majority and minority supervisors, which provided a strong basis for the authors' comparisons of differences across supervisory configurations. In addition, the study had a very high response rate (84%), diminishing the possibility of a sampling bias.

Addressing Culture in Supervision

Evidence exists that addressing culture in supervision can enhance supervisee satisfaction with the supervisory relationship. Gatmon et al. (2001) examined the initiation, frequency, and quality of culture-focused discussions in cross-race, -gender, and -sexual orientation supervision on perceptions of the supervisory working alliance. Using a chi-square analysis, the authors found that supervisees and supervisors who discussed RE similarities and differences had significantly higher overall satisfaction with the supervisory working alliance. The authors also found that supervisees who discussed gender or sexual orientation reported significantly higher levels of overall satisfaction with supervision (but not with the working alliance). Using correlation analyses, the authors found that the quality of the discussions (i.e., frequency, depth, safety, satisfaction and interaction with training) of similarities and differences was correlated with supervisees' satisfaction of supervision and with the working alliance. Similarly, in a pilot study of former predoctoral interns' retrospective accounts of critical incidents involving RE in supervision, Fukuyama (1994) found that including culture in discussions, openness and support around cultural issues, and opportunities to participate in multicultural activities led to more positive experiences of supervision.

Although these studies underline the relationship between discussing cultural variables in supervision and supervisee comfort, the findings may be limited. Gatmon and colleagues (2001) had low numbers of RE minority, sexual orientation minority, and male participants, and did not examine differences between types of supervisor-supervisee configurations or within group differences. However, their study is

significant in that the authors explored the contributions of different aspects (e.g., depth, safety) of culture-focused conversations,. The authors also differentiated among discussions that focused on different aspects of diversity, in terms of how these discussions might differ in their (a) rates of occurrence, and (b) influence on supervisor and supervisee satisfaction of the supervisory relationship. Fukuyama's (1994) study did not include a description of her data analysis procedures, and was further limited by the exclusive focus on majority supervisor-minority supervisee dyads, use of retrospective accounts, and focus on supervisee perspectives without supervisor perspectives. However, Fukuyama's focus on the existence and relevance of specific critical incidents in supervision provided insight into the salience of events that can catalyze supervisees' professional development. In addition, a significant strength of the study was the focus on the experiences of RE minority supervisees, which provided information on specific challenges and support opportunities encountered by RE minority supervisees working in cross-cultural supervision.

Ladany, Brittan-Powell and Pannu (1997) examined counseling supervisees' perceptions of RE identity interactions with their supervisors in same- and cross-cultural supervisory dyads. Using a factorial MANOVA, the authors found that RE identity interactions were significantly and positively related to (a) goal/task orientation, (b) emotional bonding within the working alliance, and (c) multicultural competence. The more advanced the RE identity of the supervisor, the greater the satisfaction reported by the supervisee regarding the supervisory relationship, regardless of RE. Conversely, the less advanced the RE identity of the supervisor, the lower the level of satisfaction

reported by the supervisee, regardless of the supervisee's RE identity. The authors found that regressive interactions (i.e., occurring when the supervisor's RE identity development is less advanced than the supervisee's) had the lowest levels of supervisory alliance. Ladany et al. envisioned scenarios in which a supervisee would raise issues of culture, only to have them ignored by the supervisor. Further, Ladany and colleagues found that although racial matching was significantly related to self-assessed multicultural competency, it was not significantly related to the working alliance, prompting the authors to emphasize that the RE identity development of the individual supervisor was much more salient than her/his RE in terms of the quality and productivity (and supervisee satisfaction) of the overall relationship. The study is an important contribution to the literature because of the authors' use of the complex variable of racial/ethnic identity as opposed to variables that measured race or racial-matching; using this variable allowed the researchers to examine and understand additional reasons for supervision dynamics that may have influenced within group differences in supervisee's experiences in cross-cultural dyads. Several limitations of the study exist, including the reliance on self-report, the exclusive focus on supervisees' perspectives, and the lack of examination into the direction of causality between the supervisory relationship and discussions of race/ethnicity.

Gatmon et al. (2001) found that the extent to which supervisory dyads discussed cultural similarities and differences varied by topic, with gender (38%) discussed most frequently, followed by RE (32%) and sexual orientation (13%). Similarly, supervisors initiated conversations about gender 55% of the time, RE 48% and sexual orientation

33% of the time. Thus, the authors suggested that differences in supervisor knowledge and/or comfort may impact the frequency with which diversity topics are discussed.

A lack of supervisor attention to culture in supervision may be associated with lower levels of supervisee satisfaction. Former interns reported to Fukuyama (1994) that supervisors' lack of awareness and attention to culture, and questioning supervisee abilities led to more negative experiences in supervision. Burkard and colleagues (2006) used consensual qualitative research to examine both RE minority and EA female supervisees' perceptions of culturally responsive (e.g., exploring the effects of a client's cultural background on presenting concern, exploring the effects of supervisee's background on perceptions of client) and unresponsive (e.g., avoiding discussing the effects of culture on treatment, dismissing cultural concerns about a client) events in cross-cultural supervision. The authors asked questions about the impact of such events on supervisees' perceptions of the supervision relationship and satisfaction with supervision, and found that both EA and RE minority supervisees reported positive effects, including an improvement of the supervision relationship and increased satisfaction with supervision following a culturally responsive event. Conversely, both EA and RE minority supervisees reported that culturally unresponsive events had a negative effect on the supervision relationship, decreasing (for EA supervisees) or eradicating (for RE minority supervisees) their satisfaction with the relationship. EA and RE minority supervisees described having negative feelings such as disappointment and anger towards their supervisors, and RE minority supervisees reported feelings of being offended, hurt, and distressed following such events, which led to less disclosure of

information by the supervisee in supervision. Although these findings provided additional evidence of the impact of supervisor inclusion of culture in cross-cultural supervision, Burkard and colleagues' study was limited by their focus on supervisee recall (vs. examination of audio- or videotaped sessions) and the exclusion of supervisor perceptions and experiences. In addition, the researchers included the interview protocol in the informed consent materials, so participants may have responded in ways that were more socially desirable than would have occurred had they been unaware of the interview questions. Finally, because the sample did not include male participants, cross-sex comparisons of supervisees' experiences were not available; nor were intersections of gender and RE dynamics in supervision explored. However, the relatively large number of participants for this qualitative study ($n=26$) and the inclusion of even numbers of majority-minority and minority-majority supervisory dyads provided excellent opportunities for comparison. In addition, the authors' attention to pre- and post-measures of the quality of the supervision relationship as measures for the impacts of responsive/unresponsive events provided a wealth of information about contextual conditions for such events, as well as the sequence of such impacts over time.

In their survey of 60 cross-cultural supervisory dyads, Duan and Roehlke (2001) found that supervisors' actions to address cross-cultural topics were perceived significantly differently by supervisors and supervisees. For example, although 93% of supervisors reported that they disclosed a lack of experience working in cross-cultural supervisory dyads, only 50% of supervisees reported that such disclosures had occurred. Similarly, although 93% of supervisors reported efforts to understand their supervisees'

cultural backgrounds, a significantly lower 73% of supervisees agreed with this assessment.

Supervisee difficulty raising RE and culture in supervision. Evidence exists that supervisees may struggle to raise attention to RE and culture in supervision for various reasons, including discomfort with cultural differences, fear of repercussions, and a lack of a supportive supervisory environment. In an analog study of EA counselor trainees' reactions to provocative racial material in supervision, Utsey, Gernat and Hammar (2005) found evidence of discomfort, anxiety, denial, avoidance and general resistance to discussions of RE. Similarly, although their current and historical contexts are different from those in the U.S., supervisees in cross-cultural supervisory dyads in other countries similarly struggle to raise cultural issues. In interviews with current and former Black psychology trainees at a historically White university in South Africa, Kleintjes and Swartz (1996) found that supervisees perceived obstacles to raising culture in supervision that included (a) "colorblind" attitudes adopted by the university that did not address the "person" of the trainee, (b) fear of being seen by others as using their RE minority status to excuse unsatisfactory performance, and (c) not wanting to be categorized as "pathologically preoccupied with issues of colour and discrimination" (p. 94).

Trust, Liking, and Satisfaction in Supervision

Cook and Helms (1988) compared between group differences among 225 RE minority supervisees' perceptions of the supervisory relationship. The authors found differences between groups of supervisees from different RE backgrounds in terms of

perceptions of supervisors' liking and comfort with them, and feelings that the supervisory relationship violated cultural norms. Black, Latino and Native American supervisees described feeling less well liked by their supervisors than did Asian Americans, and Native Americans perceived their supervisors to be more emotionally uncomfortable during supervision interactions than did any other group. However, Black and Native American supervisees described feeling unconditionally liked by their supervisors more than did any other group. The authors concluded that differences in degrees of acculturation and/or similarities across cultures could account for differences between groups of different RE minority supervisees in their perceptions of supervision. Several limitations to the study exist, including the lack of an EA control group and the low number of Native American participants (Leong & Wagner, 1994). In addition, the authors used measures that targeted supervisee perceptions of supervisor attitudes, and as such did not provide information about supervisors' behaviors or interactions that might have contributed to the supervisees' perceptions. Nor did the authors examine supervisors' perceptions, which might have provided information about the extent to which supervisors and supervisees shared views about their relationships and interactions, and levels of comfort and liking. In addition, the researchers used tools designed to assess satisfaction with counseling, not supervision; these measures may have missed nuances or needs specific to supervisees' experiences in supervision. However, the study is significant for its attention to between group differences among RE minority supervisees; these findings provide evidence that cross-cultural dyad dynamics can vary along numerous dimensions.

Evaluation of Supervisees

Findings from the few studies that have examined whether supervisors' evaluations of supervisees differ based on the RE of the supervisee are equivocal. In an analog study, Chung et al. (2001) asked 76 supervisors to provide feedback on a hypothetical trainee's case conceptualization. The authors manipulated the RE (Black or White) and sex (male or female) of this hypothetical trainee, and found no significant relationship between supervisors' evaluations and the race of the hypothetical supervisee. In addition, the authors did not find significant effects related to pairings of supervisors' and supervisees' RE on the evaluations. Although the authors concluded that these findings indicated no evidence for bias based on RE, the relatively small number of RE minority supervisors ($n = 17$) may have decreased the statistical power of between group differences. In addition, the authors did not differentiate among participants from different RE backgrounds, and their focus on race instead of the more complex variable of racial identity may have caused them to miss more dynamic processes in the supervisory relationship (Helms, 1990; Ladany et al., 1997).

In contrast, Helms (1982, discussed in Cook & Helms, 1988) found that a sample of predominantly White supervisors differentially and unfavorably compared RE minority trainees with White trainees in how they received feedback, examined themselves, and kept appointments. Helms noted that greater discrepancy existed between self- and trainers' assessments for RE minority trainees than for White trainees. Helms speculated that cross-racial supervisory dyads are more conflictual than same-racial dyads.

Supervisory Relationship Processes: Empirical Literature on Sex and Gender

The empirical study of sex and gender in supervision has overlapped with some of the foci described above. Both RE and sex/gender studies have focused on supervisor-supervisee relationships. However, whereas the empirical literature on cross-racial supervision has tended to focus on addressing culture in supervision, expectations of supervision, and supervisee evaluation, studies of sex/gender in supervision have focused on the implications of sex-matching on satisfaction with the supervisory relationship, and gender differences in (a) supervision processes, (b) encouragement of power, personal, and professional development, and (c) evaluation.

Satisfaction with the Supervisory Relationship

Worthington and Stern (1985) surveyed supervisors and supervisees in same- and mixed-sex supervision dyads, finding significant differences in how supervisors and supervisees rated the strength of the supervisory relationship; male supervisees rated their relationships with supervisors of either sex more positively than did female supervisees, and both male and female supervisors rated their relationships as stronger with male than with female supervisees. In addition, although supervisors of either sex did not rate the closeness of the relationship significantly different for same- or opposite-sex matched supervision dyads, supervisees rated same-sex dyads significantly closer than opposite-sex dyads (Worthington & Stern). Ellis and Ladany (1997) pointed out several important limitations of this study, including the lack of examination of within group differences for opposite-sex dyads. These authors noted other findings that supervisor behaviors differ significantly within opposite-sex dyads (e.g., Granello, 2003;

Nelson & Holloway, 1990) to suggest that such differences should have been explored. In addition, Ellis and Ladany critiqued the design of this study for not resolving extreme risks for Type I and Type II errors, incorrect statistical analyses, and the use of single-item measures, asserting that “no conclusions from the results are merited” (p. 468). However, the authors of this study explored intersections of different variables (i.e., supervisee degree level, supervisor experience, supervisor and supervisee gender, and gender matches) on perceptions of the supervisory relationship, and included the perceptions of both supervisors and supervisees.

Similar to Worthington and Stern’s (1985) findings, Wester and colleagues (2004) discovered that male supervisees’ ratings of the supervisory relationship differed across same- and opposite-sex matched dyads. In a study examining the effects of restrictive emotionality (a component of gender role conflict; O’Neil, Helms, Gable, David, & Wrightsman, 1986) on male psychology interns’ ratings of supervision dyads, the authors found that supervisees working with male supervisors rated their supervisory working alliance significantly lower than supervisees working with female supervisors. In addition, the authors found that supervisees with higher levels of restrictive emotionality responded to supervision in ways that were significantly different from supervisees with lower levels of restrictive emotionality. The authors suggested that adherence to gender role expectations, combined with a lack of power or perceived competence in supervision, could have caused supervisees with higher levels of restrictive emotionality to internalize their feelings and develop lower counseling self-efficacy. The study is an important contribution to the literature because of its use of the

complex variable of gender role conflict, which provided a more nuanced view of gender-based dynamics in supervision experiences of male trainees than do variables focused solely on gender or gender-matching. However, the study is limited by its lack of inclusion of female supervisees, and its lack of attention to supervisor perceptions of the relationship.

Sex Differences in Supervision Process and Content

Studies of sex and gender in supervision have found sex differences present in the focus of supervision interactions. In a study of supervision sessions of 44 same- and cross-sex supervision dyads, Sells and colleagues (1997) found that female supervisor-male supervisee dyads included significantly greater proportions of relational discussions and fewer proportions of task-oriented discussions than did male supervisor-male supervisee dyads. The authors proposed several different hypotheses for such differences, including (a) unintentional gender role behaviors elicited in the female supervisor-male supervisee dyads, and/or (b) female supervisors intentionally modeling behaviors for their male supervisees to use in clinical work. The strengths of this study included transcript analyses of actual, audiotaped supervision sessions, the inclusion of fairly experienced supervisees and supervisors with established supervisory relationships (averaging roughly 20 supervision sessions prior to the study) and examinations of multiple communication dimensions (i.e., structure, content) within the supervisory relationship.

However, the study was not without limitations. Although they examined the dynamics and structure of the supervisory relationship, and differences between

supervisors' and supervisees' evaluations of supervisees' skills, Sells and colleagues (1997) did not examine possible correlations or interactions between these relationship dynamics and evaluation differences. In addition, the authors examined sex-matching, rather than more a complex variable such as gender role orientation. Further, the system with which the authors coded the audiotapes was theoretically but not empirically supported, which limits the veracity of the findings, as do the small sample size and low response rate. Finally, the focus on cross-sections of supervisory relationships did not provide information about the impact of such dynamics and structural interactions within supervision over time.

Other researchers have found evidence for negative relational experiences in supervision based on sex differences. In a qualitative study of 13 supervisees' retrospective accounts of conflictual supervisory relationships, Nelson and Friedlander (2001) found that some female interns had problems in cross-sex supervision including male supervisors who (a) overly disclosed about their sex lives, (b) flirted with female interns, and (c) minimized ongoing harassment from clients. Similar to findings by McRoy et al. (1986), Nelson and Friedlander found that supervisees did not raise concerns with their supervisors due to fears of repercussion. The findings from this study are limited by the mostly White (11 of 13) and female (9 of 13) participant pool, selection biases, the use of retrospective accounts, and the lack of information about supervisors' experiences. However, the study had a number of strengths, including the use of a semi-structured interview guide, multiple coders, a fairly well articulated data analysis strategy, and the authors' empirical attention to supervisees' perceptions of (a)

supervisor reactions, (b) supervisees' own internal reactions, (c) positive and negative outcomes of negative events, and (d) coping strategies following conflictual events.

In a mixed method study of female doctoral level supervisees' perceptions of gender related events in same- and mixed-sex supervision, Walker, Ladany and Pate-Carolan (2007) found that supervisees described supportive and unsupportive events. Supportive events included supervisors using theoretical, gender inclusive conceptualizations of clients, processing gender-related countertransference and transference issues, and integrating gender into professional development conversations. Unsupportive events included supervisors making gender-based stereotypic assumptions about a supervisee or a client, dismissing a trainee's attempts to raise gender issues in supervision, or inappropriate behavior towards a supervisee or client. The authors found that supportive gender related events were positively and significantly related to the working alliance, whereas unsupportive events were negatively and significantly related to the working alliance. In addition, supervisees who experienced supportive gender related events in supervision reported these events to their supervisors significantly more often than supervisees who experienced unsupportive events. Some limitations of the study include the predominantly White and self-selected sample, no discussion of biases within the research team, no auditor, and no member checks. In addition, data were collected through online or mail surveys, rather than through interviews or observations; such methods may have negatively impacted data collection by limiting participants' range of responses. In addition, a flexible or in-person interview protocol would have allowed interviewers to explore new, emerging themes in the moment as well as later in

the data collection process, and provided opportunities to include nonverbal information (e.g., body language, vocal tone) in the data analysis. However, similar to Fukuyama's attention to RE-related critical incidents in supervision, Walker and colleagues' investigation provided insight into the impact of individual and specific gender-related events on supervisees' experiences in supervision. The focus of the study similarly provided information about the perceived impact of such events on supervisees' subsequent skill development.

Encouraging personal and professional development. Nelson and Holloway (1990) content analyzed supervisee assertions of power and involvement in audiotaped supervision sessions from 40 master's-level same- and mixed-sex supervisory dyads, and found that supervisors of both sexes were less likely to support or encourage female trainees when they asserted power in the supervisory relationship than they were to support or encourage male trainees for the same behaviors. In addition, female supervisees tended to relinquish power in supervision more frequently than their male peers. Although the study was limited in its representation of supervisees and supervisors from multiple RE backgrounds and its exploration into intersections of RE with gender, the authors used actual content from supervision sessions, and a well-articulated and empirically investigated classification scheme to code the transcripts. An additional strength of the study was that the authors examined possible differences within mixed-sex supervisory dyads.

Similarly, in a content analysis of audiotaped supervision sessions, Granello and colleagues (1997) found that supervisors of either sex asked for twice as many opinions

and suggestions from male than female supervisees, and that over time male supervisees were granted and exercised more autonomy than their female peers. In a replication study, Granello (2003) found the results from the earlier study (Granello et al., 1997) to be magnified by age: Male supervisees who were older than their supervisors of either sex were asked for their opinion twice as often as supervisees who were younger than their supervisors of either sex, and more than six times as often as female supervisees who were older than their supervisors. In addition, Granello found that male supervisees who were older than their supervisors of either sex gave suggestions more than four times as often as supervisees of any sex who were younger than their supervisors, and more than ten times as frequently as female supervisees who were older than their supervisors. Although the Granello et al. study was limited by a small sample size (20 dyads), self-selection, and for focusing on sex, rather than more complex variables of gender role identification and/or socialization, Granello's replication study (2003) included 42 supervision dyads. Both studies were limited by self-selection and low response rates. A strength of the replication study is the examination of intersections of age with gender, although Granello did not examine intersections between RE and gender in supervisory dyads.

Evaluation

Findings of sex differences in supervisors' evaluation of supervisees are equivocal. As noted earlier, Chung et al. (2001) asked participants to provide feedback on a hypothetical trainee's case conceptualization. The authors manipulated the race and gender of the trainee, and found that male supervisors gave significantly lower

evaluations and less positive feedback when the supervisee was depicted as female than when the supervisee was depicted as male. Female supervisors did not produce significant differences in evaluations and feedback when the gender of the supervisee was manipulated. In contrast, Goodyear (1990) and Sells et al. (1997) found that evaluations of supervisees' skills (by supervisees and supervisors) did not differ significantly based on the sex of either supervisors or supervisees.

Important differences exist among these three studies. Goodyear (1990) and Chung and colleagues (2001) both used analogue studies, and asked supervisors to provide written feedback and ratings. Although the studies used analogue conditions, the authors might have asked participants to provide this feedback through live interaction with a researcher or a confederate supervisee; such a process would have enabled the researchers to observe personal dynamics that might have influenced participants' ratings. In contrast, Sells and colleagues (1990) analyzed audiotapes of actual supervision sessions that involved interactions between supervisors and supervisees. Also, the supervisory dyads studied by Sells et al. had seen each other for an average of almost 20 sessions; this amount of time spent together in supervision and amount of clinical experience among supervisees may be important factors to consider when comparing the results from observed supervision sessions with results from the studies involving hypothetical cases.

Conclusion

Researchers of cross-cultural supervision dyads have found that RE and gender differences influence the experiences of both supervisees and supervisors. Supervisors

and supervisees from different RE backgrounds may hold different expectations prior to the onset of supervision. Sex differences may differentially influence supervisors' treatment and evaluation of supervisees, as well as supervisors' and supervisees' perceptions of the closeness of the supervisory relationship. In addition, supervisors may differ in whether and how they address RE, gender, and other cultural issues in supervision, which can impact supervisors' and supervisees' satisfaction with the supervisory relationship. Finally, supervisors who differ in terms of RE and sex may evaluate trainees differently on the basis of sex and RE. The fact that all of these differences exist in cross-cultural supervision raises the question as to whether and how such differences exist in trainer approaches to intersections of diversity with TIPPC.

Expectations

Prior to the onset of cross-cultural supervision, supervisors and supervisees from different RE frequently expected that conflict would exist in the relationship. Expectations of conflict that precede cross-cultural supervision may similarly exist for trainers and trainees engaged in other domains of cross-cultural training, as well as trainers and trainees operating at intersections of diversity with TIPPC (e.g., designing a remediation plan). Expectations of conflict in these situations may influence the dynamics of trainer-trainee interactions, possibly priming the relationship towards interpersonal conflict, and/or influencing how TIPPCs are identified, remediated, and evaluated.

Differential Treatment

In addition, evidence exists that supervisors treated supervisees of different sexes differently in supervision, in terms of (a) providing support and encouragement for supervisee efforts to assert power in supervision, and (b) asking for supervisees' opinions. Often these differences appeared to intersect with assumptions and expectations of "traditional" gender role behaviors. At intersections of diversity with TIPPC, such unintentional or unexamined gender role expectations might lead to over-identifying as TIPPCs those supervisees who do not conform to expected gender roles; these expectations may also influence the design, implementation, and evaluation of remediation plans.

Addressing Culture

Researchers have found that the quality and frequency of supervisor-directed discussions of culture, and their responses to supervisee-initiated discussions of culture, impact supervisees' experiences of supervision. Whereas heightened attention or responsiveness to cultural topics in supervision have been found to deepen satisfaction with the supervisory relationship, diminished or negative attention to cultural issues has been shown to impede supervisees' satisfaction and comfort. Differences in comfort and satisfaction can influence whether and how supervisees raise cultural topics, and the extent to which they disclose and take risks in supervision. As a result, these differences can ultimately impact supervisees' professional identity development, and their clinical and multicultural counseling self-efficacy and competence.

Supervisors' willingness and ability to attend to issues of culture in supervision may depend on factors that include their RE, gender, and other cultural identity development (e.g., sexual orientation). Differences in identity development among supervisors are likely also present for faculty and other trainers. Differences in identity development that influenced supervisors' attention to cultural issues in supervision may similarly influence faculty's attention to contextual factors that contribute to trainees' perceived difficulties, and/or may cause faculty to over- or under-identify culturally appropriate trainee behaviors as problematic (Forrest et al., 1999). In addition, given that some supervisors do not initiate or respond to supervisee-initiated discussions of culture in supervision, the possibility exists that faculty and trainers will similarly not raise or respond to cultural topics at intersections of diversity with TIPPC.

For example, majority supervisees may not be identified as TIPPCs due to a lack of (a) ability among majority supervisors to identify problems due to the invisibility of dominant culture and status quo, and/or internalized racism, sexism, and other biases (Miller et al., in press), and (b) confidence among minority supervisors that their concerns will be considered by their colleagues (Forrest et al., 1999; Norton & Coleman, 2003; Steward & Phelps, 2004). In addition, some supervisee problems (e.g., disregard for the supervisor's ability and/or feedback on the basis of her/his RE or gender) may occur more frequently in supervisory dyads with minority supervisors (e.g., Ali et al., 2005; McRoy et al., 1986; Priest, 1994).

Programs in which there is little support and/or high degrees of perceived bias within the faculty also may foster an environment in which it is less likely for a minority

supervisor to raise concerns about a student (Forrest et al., 1999; Norton & Coleman, 2003; Steward & Phelps, 2004). Supervisors told Hoffman et al. (2005) that it was more difficult to give feedback to an intern when there was a perceived lack of collegial support. Such difficulties might include additional variables for a supervisor from a minority group working with a minority supervisee who is struggling, especially if high degrees of perceived racial bias exist within the program faculty. Supervisors from RE minority backgrounds may not identify trainees of color due to protective feelings, shared knowledge of institutional racism, a lack of faith in collegial reaction (Gizara & Forrest, 2004), and/or fear of being labeled as a troublemaker (Norton & Coleman).

Evaluation

Finally, the fact that researchers have found equivocal findings as to whether supervisors evaluate supervisees differently on the basis of either RE or sex differences raises questions about whether similar biases exist and will impact trainers evaluations of trainees' performance at intersections of diversity with TIPPC. Bernard's (1994) comments that supervisors might honor culture in supervision but dismiss it in evaluation could be extended to intersections of diversity with TIPPC; trainers might similarly honor culture in education and training, yet dismiss, miss, or ignore culture in evaluation of TIPPCs.

Summary

This overview of the conceptual and empirical literature concerning RE and gender in TIPPC and supervision highlights a number of unanswered questions. Although the literature addressing either category is sparse, conceptual and empirical

writers have pointed to the influence of RE, gender, and cultural differences in conflicts and tensions in both areas. Unfortunately, the relatively small body of literature is unlikely to provide sufficient guidance for supervisors, trainers and educators who are struggling to address intersections of diversity with TIPPC. Very little is known about processes that faculty use to conceptualize, explore, and act at the intersections of diversity with TIPPC.

Overview of the Study

The study described below explored counseling psychology Training Directors' (TDs') and faculty members' processes for conceptualizing and addressing intersections of diversity with TIPPC. Considering the lack of empirical investigation into these intersections, I wondered whether and how the discomfort and stress associated with (a) general trainee remediation and (b) multicultural variables would contribute to and heighten the difficulty of decisions at such intersections. I was curious to learn about the experiences and conceptual thinking of faculty who had engaged in such work.

Focusing on Counseling Psychology Faculty

Counseling psychology has a long history of leadership in multiculturalism and diversity efforts within psychology, beginning with its organizing principles that emphasized the importance of understanding developmental contexts for individuals, groups, and organizations (Gelso & Fretz, 1992; Super, 1955). Over time, counseling psychologists have consistently operationalized these commitments through (a) designing and delivering clinical interventions and empirical investigations that have targeted the environmental impacts of racism, sexism, and other forms of oppression

(Quintana & Bernal, 1995), (b) sponsoring organizational initiatives (APA 2003; Moradi & Neimeyer, 2005; Sue et al., 1999), (c) focusing on the importance of multicultural training (e.g., Atkinson et al., 1996; LaRoche & Maxie, 2003; Sue, 1998; Sue & Sue, 2003; Sue et al., 1998; Utsey, Gernat & Hammar, 2005) and research (e.g., Delgado-Romero, Galvan, Maschino, & Rowland, 2005; Graham, 1992; Ponterotto, 1988), and (d) recruiting and retaining students and faculty of color (Moradi & Neimeyer).

Across counseling psychology programs, such efforts have resulted in rates of RE minority faculty that are above the mean within psychology. Moradi and Neimeyer (2005) found that the overall representation of ethnic minorities in counseling psychology faculty positions (26%) were close to percentages reflected in the general population, although this statistic varied by racial/ethnic group. The Council of Counseling Psychology Training Programs annual survey included similar figures at 25-33% for 2003-2004 (CCPTP, 2006a).

These historical and current commitments to multiculturalism and diversity position the discipline as a natural starting point for studying faculty perspectives on intersections of diversity with TIPPC. Higher numbers of faculty of color in counseling psychology programs may translate to a sample that is more attentive to issues of multiculturalism and the impact of individual and group differences on training. As such, interviews with faculty and TDs from this population are perhaps likely to yield greater amounts of reflection than interviews conducted with individuals across the breadth of professional psychology.

Research Questions

The following questions guided the study:

1. How do programs and faculty conceptualize and address intersections of diversity with TIPPC?
2. What are the contextual factors that influence processes and actions at intersections of diversity with TIPPC?
3. What processes facilitate or hinder reaching decisions about how to act?
4. What are the outcomes of TD and faculty examinations and actions?

Chapter Summary

In this chapter, I reviewed the existing literature on TIPPC and literature that addressed intersections of diversity with TIPPC. Because each area of the literature is sparse, I also examined the conceptual and empirical literature on cross-cultural supervision, discussing challenges and conflicts in cross-cultural supervisory relationships that might lead to and/or exist at intersections of diversity with TIPPC. When discussing empirical findings of difference within the cross-cultural supervisory relationship (e.g., different treatment and evaluation of supervisees based on RE and sex differences), I speculated on how such conflicts and challenges might be similarly represented at intersections of diversity with TIPPC. Finally, I discussed my rationale for choosing counseling psychology faculty as a sample with which to begin these investigations, and articulated four research questions that guided my inquiry.

In the chapters that follow, I discuss the methods I used to pursue this inquiry, including the rationale that guided data collection and analysis. I follow with a

presentation of the results of the study. In the final chapter, I discuss the results, including attention to the (a) limitations of the study, (b) research, training, and political implications of the findings, and (c) concluding remarks.

CHAPTER III

METHODS

I pursued the research questions for this study through qualitative methods for several reasons. First, a number of authors (e.g., Morrow, Rakhsha, & Castaneda, 2001; Sue, 1999) have critiqued traditional, positivist research for not acknowledging multiple perspectives and have identified qualitative research as better suited to this purpose. In addition, methods that can (a) capture the richness and contexts of participants' experiences in their own voices and (b) allow for flexibility of design and analysis (Richie, Fassinger, Linn, Johnson, Prosser, & Robinson, 1997) are better suited to explore the complexity associated with intersections of diversity with TIPPC. Finally, my ontological and epistemological philosophies (discussed below) were congruent with the use of qualitative means to answer these questions.

To contextualize the data analysis, this methods section includes information about (a) the researcher, the research team, and our relationship to the investigation, (b) the philosophical and paradigmatic foundations that underlie the study, and (c) the research design (i.e., power differences among researchers, participants, sources of data, data analysis, trustworthiness).

Researchers-as-instruments

Principal Investigator as Instrument

Insider and outsider perspectives. Morrow and Smith (2000) suggested that the “investigator's positioning as either an insider or an outsider affects the research design,

what the researcher notices or fails to notice in the setting, the kinds of questions asked in interview, what data are accessible and how they are interpreted, and, consequently, the coherence of the eventual account" (p. 209). As a counseling psychology (CPSY) doctoral student, I was both an insider and an outsider to counseling psychology faculty perspectives on intersections of diversity with TIPPC. As a counseling-psychologist-in-training (*insider*), I shared common grounding in the philosophy of CPSY that likely facilitated understanding and rapport with participants, yet also included shared and thus overlooked assumptions with participants (Morrow & Smith). As a student interviewing faculty members (*outsider*), I was likely unaware of some assumptions faculty hold. Both statuses likely impacted my credibility and ease in terms of recruiting participants, as well as comfort levels and depth of conversation during our interviews for my participants and myself (Morrow & Smith). In addition, my status as a Jewish, Euro-American, heterosexual, male student with commitment to deepening my understanding of multiculturalism and diversity impacted my relationship to this research.

Personal connection to the study. I had personal and professional interests for pursuing this study. First, in my work as a graduate teaching fellow at the University of Oregon, I worked with a number of students in the master's in Family and Human Services program (MFHS) who were on remediation. Several of these students were diverse in terms of race/ethnicity, gender, age and disability. In my work as an instructor, advocate and evaluator, I struggled personally and professionally to understand intersections of diversity with the process of trainee remediation, and consulted with faculty members and my doctoral student colleagues. At the time, we did

not consult with colleagues nationally, and were unable to find any conceptual or empirical scholarship to guide our thinking or actions. Although we brought our best thinking, values, and experiences to these discussions, our decision-making process felt incomplete, limited, and less than satisfying.

In another area of my training, near the end of my master's program I was placed on informal remediation. Although never explicit in discussions with my supervisors, I believe that issues of RE and gender were directly related to the remediation. With hindsight, I believe that a well articulated philosophy and examination of the role of RE and gender would have enabled a more healthy and productive process. For these reasons, I pursued this inquiry to generate more knowledge in this area, and as part of an unfinished debt to myself, former supervisors, and future colleagues and students.

Research Team Members as Instruments

Two additional research team members (an advanced doctoral student and a faculty member) joined the project as data analysts, diversifying the team in terms of RE, gender, religion, age, position in the training hierarchy (faculty or student), and era of training. The advanced doctoral student identified as an African-American female, and the faculty member identified as a Euro-American female. Both identified as heterosexual. Our varied positions in the training trajectory provided multiple personal and professional perspectives. Whereas two of us had experience working with trainees on remediation, one of us (the faculty member) had produced a body of scholarship on trainee competence problems. I had been working in this area of scholarship for several years, whereas the advanced graduate student was new to this area of research. All of us

share deep commitment to attending to diversity in training and supervision as part of our professional identities.

Power Differences Among Researchers

We attended to two kinds of power differences throughout this study: Power differences (a) between the principal investigator (PI) and participants, and (b) among the researchers. During team meetings, we discussed how power differences between the PI and participants may have impacted data collection. To protect participant confidentiality in relationship to the second doctoral student's addition to the research team, we referenced an earlier consultation with an expert in qualitative research ethics and University of Oregon's Office for Protection of Human Subjects (Miller et al., in press), and made these changes: (a) participants' identities were not revealed to the student, and (b) the PI contacted participants and received permission to amend the original informed consent to include the addition of the doctoral student to the research team.

We held discussions about power differences among team members throughout the research process. Our commitment to feminist and multicultural approaches to research provided a framework to handle our differences in race, gender, student/faculty status, age, and era of training. The PI maintained a researcher journal that included attention to power differences. We drew on the differences in our various perspectives to understand the data and guard against researcher bias.

Philosophical and Paradigmatic Assumptions

To acknowledge the role of investigator subjectivity and bias as these influence an inquiry, investigations should be grounded in researchers' underlying philosophical and paradigmatic assumptions (Lincoln & Guba, 1985; Morrow, 2005; Morrow & Smith, 2000; Peshkin, 1988). Such grounding must include discussion of the *ontological*, *epistemological*, *axiological* and *methodological* approaches of the researchers (Morrow & Smith). As Fassinger (2005) suggested, the ontological, epistemological and axiological approaches that determine one's approach are often in dynamic interplay with one's chosen empirical methods.

The research team reached consensus about our philosophical and paradigmatic underpinnings through ongoing discussions. From an *ontological* perspective, we believed that reality is multiply, socially, and contextually constructed. In our *epistemological* framework, we assumed that meanings and knowledge are mutually constructed in transactional, subjectivist interactions between interviewer and participant (Guba & Lincoln, 1994; Morrow & Smith, 2000; Rubin & Rubin, 2005) and that differences and similarities of identity (e.g., race, ethnicity, gender, status, age) within the interview dyad (Seidman, 2006) and research team influence the co-construction of knowledge. The belief that reality and knowledge are co-constructed is consistent with existing statements in the literature about the social and relational nature of constructs of (a) race, ethnicity, gender and class (e.g., Comas-Diaz, 1994; Constantine, 2001; Gloria, 2001; Sternberg et al., 2005) and (b) concerns about problematic professional competence (Elman & Forrest, 2007; Miller et al., in press).

The research was further grounded in assumptions that trainers in counseling psychology are deeply committed to both quality professional training and cultural competency, and that significant pain, discomfort and distress are generated from trainee difficulty (Elman & Forrest, 2004; Forrest et al., 1999; Gizara & Forrest, 2004; Miller et al., in press) and from struggles pertaining to cultural competence (e.g., Bonilla-Silva, 2000; Sue et al., 1999; Vasquez et al., 2006). As such, we assumed that the memory and emotional impact of the intersection of diversity with trainees with competence problems would be strong and long-lasting for faculty.

The research was additionally grounded in assumptions that trainers who agreed to be interviewed about intersections of diversity with TIPPC would share curiosity about the topic and be invested in learning about the results. Participants in an earlier study on trainee remediation and dismissal described primary reasons for volunteering as motivated by (a) the stress associated with identifying and remediating trainees with problems developing professional competence, and (b) yearning for more knowledge about these processes (L. Forrest, personal communication, 28 November, 2005).

Our *axiology* was guided by the following value systems: (a) Jewish concepts of *mitzvot* (i.e., fulfilling divine commandments to make a contribution to society), (b) liberation psychology (Martin-Baro, 1994), (c) emancipatory communitarianism (Prilleltensky, 1997), (d) feminism (Brown, 1994), and (e) multiculturalism (e.g., APA, 2003; Leong, 1996; Leong & Lee, 2006; Sue & Sue, 2003; Sue et al., 1998). This axiological framework includes the implicit assumption that the goal of research is to achieve equity, share power, and eliminate mechanisms of disenfranchisement. This

axiology also supports a choice of research methods that include an explicit examination and description of the expectations and biases of the researcher. As the PI, I chose *methods* that included attention to tracking researcher decisions about data collection, analysis, and specifically about the process of working to understand and contextualize phenomena in terms of participants' meanings and experiences (Erickson, 1986; Fassinger, 2005).

This inquiry focused on understanding the processes by which counseling psychology training directors and faculty examine and manage intersections of diversity with TIPPC. Specific goals included: (a) identifying counseling psychology faculty's conceptualizations, definitions, and examinations of this intersection; (b) examining methods that programs use to address this intersection; (c) uncovering contexts and conditions that influence faculty's examination of this intersection; and (d) identifying the ecological impact of faculty examinations of this intersection.

Research Design

Research was conducted in accordance with the methods of grounded theory (GT) (Charmaz, 2006; Glaser & Strauss, 1967; Strauss & Corbin, 1990) because of the model's philosophical grounding in interpretivist theory (Behrens & Smith, 1996; Morrow & Smith, 2000). Although Glaser and Strauss (1967) originally emphasized that GT was solely for sociologists, other theorists and researchers (e.g., Fassinger, 2005; Fine, 2007; Morrow, Rakhsha, & Castaneda, 2001; Morrow & Smith; Yeh & Inman, 2007) have suggested that qualitative research such as GT fits well with the principles and goals of counseling psychology. Fassinger (2005) pointed out that more than 20 GT

articles have been published in the major journals of counseling psychology, with many articles focusing on issues of diversity.

Participants

Recruitment and selection. The target sample included Training Directors and a subset of their faculty from all active, accredited, non-probationary, non-combined counseling psychology programs in the U.S. ($N = 65$), with the exception of the university in which I am matriculating, for a total possible sample of 64 programs. To identify programs, I searched the Council of Counseling Psychology Training Programs (CCPTP) (<http://www.ccptp.org/instmembers.html>) and the American Psychological Association's (APA) websites (<http://www.apa.org/ed/accreditation/counspy.html>) for programs that matched the above criteria at the time of recruitment (October 2006).

These 64 programs had a total of 72 TDs, as several programs had multiple TDs identified in their contact information. I contacted the 72 TDs of all 64 programs, a minimum of one and a maximum of three times, depending on the timing of their response. Initially, I mailed each a recruitment packet including a cover letter describing the study, an informational letter from Dr. Linda Forrest, and informed consent materials (Appendices C, D, and E). I sent a follow up email, followed by another (as needed) over the next two months to each TD who did not respond (Appendix F).

In addition to asking for their participation, I asked TDs to identify and/or recruit two additional faculty with prior experience with students on remediation, giving preference to those with the most direct and/or most recent experiences. My goal was to interview three participants (TD and two faculty) per site at a total of 10 different sites

for a total of 30 participants, in line with guidelines for sample size in grounded theory (Morse, 1994). I hoped that interviewing multiple faculty at the same site would provide an opportunity to triangulate multiple data sources and gather different perspectives on relevant issues such as faculty/student interactions, power, and enactment of policies (Lincoln & Guba, 1985; Patton, 2002). For example, through triangulation, Gizara and Forrest (2004) found at least one instance of discrepancy between a supervisor's and TD's understanding of their site's approach to remediation.

A total of 26 TDs responded to my contact for a response rate of (36%); twelve of those (17% of the total population and 46% of the responders) declined to participate. Of those twelve, six stated reasons of time, work overload, and not wanting to bother their faculty. One declined to participate because their program did not have any students on remediation, and five did not provide a reason. Fourteen TDs (19% of the total population and 54% of the responders) initially agreed to participate. Of those fourteen, twelve responded to attempts to schedule a phone interview, and two did not, resulting in a sample of 12 TDs (17% of the total population). Six of the twelve TDs who participated identified and recruited additional faculty (range: 1 to 3 additional faculty) from their programs to participate in this study, for a total of 6 programs that yielded two or more participants (total range from a university: 1 to 4 faculty, including TD). All TDs and additional faculty members who agreed to participate were included in the study.

Sample size and composition. A total of 22 TDs and faculty members from 12 different programs participated in the study. Participants included 12 (55%) TDs and 10

(45%) non-TD faculty members. Twelve participants (55%) were male and ten (45%) were female. Fifteen (68%) were Euro-American and seven (32%) were Racial/Ethnic Minorities. Two (9%) identified as lesbian, gay or bisexual, and one (5%) identified as having a disability. Counseling psychology programs from the Midwestern ($N = 5$), Eastern ($N = 2$), and Southern ($N = 5$) regions were represented. No TDs from programs in the Western region agreed to participate. The sample is comparable to CCPTP data for overall CPSY faculty in terms of race/ethnicity and gender as of data collected in 2003-2004 (CCPTP, 2006a) and an informal review of survey results from 2006-2007 (J. Dagley via L. Forrest, personal communication, February 6, 2008) (Table 1). However, rates vary based on the type of faculty position (e.g., fewer faculty of color in full professor positions) and are based on a low response rate (i.e., the 2006-2007 survey results were based on a 28% response rate of 21 programs, 8 of which did not include completed surveys). As such, claims that this sample is representative of CPSY programs are tentative.

TDs from 8 of the 12 participating programs also provided demographic information about their students and faculty in terms of gender and RE. Although all participants who responded to this question included information about demographic intersections of RE and gender among faculty (e.g., numbers of women of color), 4 of the 8 did not include such demographic intersections as these occurred in students. Not all programs included information about international students, and not all were clear about whether they differentiated between international and domestic students or faculty from RE minority backgrounds. As such, I collapsed data (when it was offered) on

international students and faculty into the “racial/ethnic minority” category. In addition, because most participants did not include sexual orientation or social class information for students or faculty, such data were not included in the final table. Accordingly, conclusions about the degree to which participating programs are representative of the general population should be made with caution. Such caution extends to the data used for comparison, drawn from CCPTP surveys. Reasons for caution related to using these data for comparison are noted above.

Table 1. Participants’ Demographics

Demographics	Training Directors (TDs)	Faculty	Total	Program Faculty (TDs and faculty not differentiated)
Sex				
Female	6 (50%)	4 (40%)	10 (45%)	44%
Male	6 (50%)	6 (60%)	12 (55%)	57%
Race/Ethnicity				
Ethnic Minorities	4 (33%)	3 (30%)	7 (32%)	31%
Euro-American	8 (67%)	7 (70%)	15 (68%)	69%
Total	12 TDs	10 faculty	22 participants	

Note: Percentages are in reference to “total” row at bottom of table.

Note: Data from CCPTP were averaged in terms of percentages from assistant to full.

Data from CCPTP included rounded percentages. As a result, some columns add up to more than 100%.

Program demographics are presented in terms of the range from lowest to highest percentages across programs, followed in parentheses by the median average (Table 2). For example, the cell that contains data on female students in participating programs presents information that programs ranged from the lowest (67%) to the highest reported percentages (89%) of female students. In that cell, the median percentage of female

students across participating programs (79%) is presented parenthetically. Because median averages were not available from CCPTP, national averages are presented as means for comparison.

Table 2. Range and Median Percentages of Programs' Demographics

Demographics	Students	National Mean for Students in CPSY Programs	Faculty	National Mean for Faculty in CPSY Programs
Sex				
Female	67-89% (79%)	69%	33-80% (55%)	44%
Male	11-33% (22%)	23%	20-67% (45%)	57%
Race/Ethnicity				
Ethnic Minority	17-50% (27%)	29%	0-40% (27%)	31%
Euro-American	50-83% (73%)	71%	60-100% (80%)	69%
Intersection REG				
EM Males	0-3% (3%)	Not available	0-20% (0%)	Not available
EM Females	17-47% (21%)	Not available	0-40% (19%)	Not available

Note: Student demographic rates for programs based on CCPTP data from 2003-2004, as student demographics were not included in CCPTP data from 2006-2007. Percentages from CCPTP included rounded percentages. As such, some columns add up to more than 100%.

Enhancing recruitment. Seidman (2006) suggested that in-person contact is usually the most effective for recruitment. Prior to mailing recruitment packages, I focused on in-person meetings with TDs through participation at CCPTP and APA conferences. During the 2006 CCPTP conference I attended and participated in a workshop on trainees struggling to develop professional competence and discussed my research with a number of TDs, many of whom expressed interest in participating in this study. I also relied on Dr. Linda Forrest, an insider in the target community of TDs and a

well-known researcher in the area of trainees with professional competence problems, to facilitate my introduction into this population. Similar to the process used by Gizara (1997), I included in my recruitment materials a letter from Dr. Forrest in which she attested to my ethical and research acumen. During interviews with participants, several referenced having met me previously at CCPTP and/or knowing Dr. Forrest as underlying their comfort with participating in the research.

I also alerted participants through informed consent documents that only my advisor and I would have access to these data. However, as I continued to think about the data analysis process, I decided to expand and diversify the analysis team in terms of race, and invited an advanced (fourth year) doctoral student who is African American to participate on the research team. Following this change, I contacted each participant via email with an explanation and rationale for the change, and requested that each agree to amend her/his consent to participate to include the additional researcher (Appendix G). No participant expressed concerns over this change, nor did any withdraw their consent or asked to be removed from the study.

Data Collection Procedures

Data collection. Data were collected through telephone interviews ranging from 45 to 120 minutes. I recorded all interviews on a digital recorder and transcribed each within one month of the interview. Transcripts varied in length from 21 to 51 pages, with a mean of 29 pages. We reviewed and analyzed a total of 634 pages of transcripts for this study. I kept notes of my observations of interviews in a researcher journal (Appendix J). Availability issues impacted several aspects of data collection. First,

although interviewing all participants from each site within the same week might have decreased within-site discussion, participants' availability relative to each other made this goal generally not feasible. Second, issues related to periods of heightened activity during the academic calendar (e.g., midterms, finals) meant that many participants were available at similar times during the semester or term.

Consequently, I gathered data when possible and relied on an ongoing, informal, and individual analysis process to guide decisions about focusing the interview protocol during data collection to include emerging ideas, codes and categories. Typically in GT, data collection (and sampling) is guided by emerging categories, codes and ideas, and moves from an initially broad to an increasingly selective inquiry to consolidate the theory by (a) developing the *breadth* of experiences of a given phenomenon (Morse, 1995), and (b) addressing gaps in emerging codes, categories, hypotheses and theories (Charmaz, 2003; Strauss & Corbin, 1990). Although data collection was moving more quickly than the analysis, I engaged in informal analysis of the data through (a) conversations with my dissertation chair, (b) the transcription process, and (c) frequent reading and musing over the transcripts. Such actions generated ideas about themes and the direction of the research (Erickson, 1986; Lincoln & Guba, 1985) and enabled me to focus subsequent interviews towards emerging categories that in turn yielded data for theoretical coding as described below. This process also enabled me to continue gathering data in a timely fashion and to be flexible with the limited availability of my participants. I conducted interviews beginning in December 2006 and ending in November 2007.

I obtained informed consent from participants to conduct follow up interviews if I had additional questions following the analysis. However, during the course of our analysis, we were able to conduct theoretical sampling and achieve saturation of categories without conducting follow up interviews. Following Fassinger's (2005) suggestion, in the later stages of analysis we returned to existing data to examine and explore emerging concepts and hypotheses as an alternative to additional sampling.

Interview protocol. Many grounded theory studies include interviews as the primary method of data collection (Fassinger, 2005). Kvale (1996) suggested that some initial knowledge of the field of interest is useful for structuring questions and developing some explicit content areas prior to initial interviews. Having explicit ideas about content areas does not preclude exploration of participants' meanings; rather, such ideas provide a starting point that can be altered during the process of data collection (Kvale, 1996). To develop an initial protocol, I used a review of the TIPPC literature and had conversations with my advisor, a research colleague, and various TDs. I then vetted and refined this protocol with my committee during the dissertation proposal meeting. I also worked to deepen my conceptual sophistication of this topic area by co-designing and conducting a pilot study on TD perspectives intersections of diversity with TIPPC. This study involved examining an existing set of interviews with TDs on the subject of trainee remediation (Elman & Forrest, 2004) to examine whether and how TDs included race and gender in their conceptualization and remediation efforts (Miller et al., in press). Such efforts enhanced my ability to further develop questions that could target the complexity and nuances of the phenomenon of interest.

Originally, I intended to pilot my questions using a sub-sample of those who volunteered to participate. However, the number of volunteers from the target population was much smaller than I had anticipated, which limited the sample size. As such, I needed every volunteer's participation in the actual study. Considering the size of the existing sample, in consultation with my advisor, we decided to forego piloting and include all volunteers in the actual study.

I used the steps described above to develop a semi-structured interview guide for the current study, to allow flexibility and pursuit of information about emerging themes throughout data collection (Morrow & Smith, 2000; Patton, 2002). For example, during the analysis, a theme emerged in which faculty described trying to identify a limit beyond which discussions of culture would no longer be appropriate or relevant. In later interviews I began asking focused questions about such a limit. Interviews included a structured series of questions designed to uncover participants' demographics, their perceived importance of their multiple and/or intersecting identities (e.g., race, ethnicity, gender, sexual orientation), their length of time in their profession and position, and their history and experience working with trainees on remediation. Finally, I used a mix of focused and broad questions to avoid inadvertently providing answers or directions for participants, and to acknowledge a range of participant comfort levels (Appendices A and B). The initial interview protocol included questions that covered the following areas: Overview of definitions and program history around remediation, specifics about race/ethnicity and gender in remediation, contextual and ecological issues related to remediation (e.g., faculty hesitation to raise issues of diversity, students struggling to

reveal culturally related parts of themselves, university environment), salient aspects of personal identity for the participant in their daily life and work, and participants' level of comfort in the interview. The final iteration of the interview protocol also included questions about differentiating between cultural and professional standards and expectations, the impact of remediation and/or dismissal on other students in the program, challenges to the program related to diversity, and advice participants might give to other programs struggling with these issues.

Member checking. I transcribed each interview and sent a copy to the participant, inviting her/him to review the transcript and make corrections and comments relevant to concerns about accuracy and self-, student-, and program anonymity. Although intended to ensure that participants' realities were reflected (Morrow, 2005) in the research, this process also provided a chance to gain additional data. In response to my invitation, participants (a) identified information that would have compromised their or their programs' anonymity, (b) made minor edits and word clarifications, and (c) contacted me with thoughts about the interview process. I made changes to transcripts to respond to participants' concerns and maintained a record of such changes, concerns, and comments. All comments were considered as data.

Similarly, after the analysis team finished with the results section, I sent a copy of the results to each participant to check on accuracy, fit with experiences, and confidentiality. In this process I included the general structure and each individual's quotes (if any were used). This step was in response to concerns voiced by several participants that the write-up of the results might inadvertently identify them when

combined with a quote. Fifteen participants responded to my request for feedback during this stage of analysis. In their responses, no participant recommended changes or concerns, all those who provided comments (11 of 15) affirmed the usefulness of the study.

Additional sources of data. Additional sources of data included a researcher journal and participant and program demographics. The researcher journal served to track researchers' perspectives on the data as they changed and flexed over time to reflect deepening understanding (Erickson, 1986), and maintain a record of design and analysis decisions (Strauss & Corbin, 1967), including "ideas, assumptions, hunches, uncertainties, insights, feelings, and choices the researcher makes as a study is implemented and as a theory is developed, providing means for making transparent the interpretive, constructive processes of the researcher" (Fassinger, 2005, p. 163). For example, I recorded reflections on the interviews (e.g., "I realized that I was not asking Ps to focus on REG or other aspects of diversity until about 25-30 minutes into our hour interview, and wondered at my willingness to address the issue"—from 12/19/06).

I collected participant demographics during interviews, and program demographics through interviews and an initial email to TDs that asked the following questions:

- What is the demographic composition of the faculty in terms of race/ethnicity, class and gender?
- What is the demographic composition of the students in terms of race/ethnicity, class and gender?

- How would you (the TD) rate your program's level of consideration of race/ethnicity, class, and gender in student remediation and dismissal decisions on a scale from 1 (not considered) to 5 (considered as essential)?

Eight of the 12 participating TDs included this information in a return email.

Two other TDs who did not participate also included this information, although data from those TDs were not analyzed. In addition, most participants referenced the demographics of the program (faculty and/or students) in the course of their interviews as they answered specific questions. I was primarily interested in the impact of program demographics on participant perceptions and conceptualizations of the processes and contexts related to intersections of diversity with TIPPC. As such, I decided to focus on participants' references to program demographics in the context of their answers, rather than make inferences from their answers to these decontextualized survey questions.

Similarly, although in my proposal I stated that I would examine program policies on remediation and diversity as part of the data analysis, I was considerably more interested in TDs' and faculty members' perceptions, attitudes, beliefs in, and reactions to, these policies. The richness and wealth of information from interviews in which participants discussed these perceptions, attitudes, beliefs, and reactions substantiated this focus. For example, a number of participants described their policies, and then discussed the significance of discrepancies between policies as written and policies as followed. As a result, I chose to focus on the meanings that participants attributed to these policies related to intersections of diversity with TIPPC, rather than the policies themselves.

Data management. I assigned each participant with a number immediately following the interview. All data were kept in a locked filing cabinet in my home office, with the assigned numbers kept separate from the interviews. Interviews were expunged of identifying information prior to our analysis of the data.

Data Analysis

Choice of GT framework. Charmaz recommended grounded theory (GT) for beginning qualitative researchers, in part because of its rigor, including: "(a) strategies that guide the researcher step by step through an analytic process, (b) the self-correcting nature of the data collection process, (c) the methods' inherent bent toward theory and the simultaneous turning away from acontextual description, and (d) the emphasis on comparative methods" (Charmaz, 2003, pp. 270-271).

Originally, I intended to use Strauss and Corbin's (1990) approach to data analysis. Following the proposal meeting, however, I continued to examine GT approaches and related critiques (e.g., Charmaz, 2003a, 2003b, 2006; Cutcliffe, 2000, 2005; Glaser, 1978, 1992, 2002; Melia, 1996), and co-developed a GT discussion group with several faculty members, including committee member Dr. Deborah Olson and faculty member Dr. Mary Fechner. This group met several times to discuss coding strategies and readings on GT. After some consideration and consultation with my dissertation chair, I decided to change the form of GT that I would use for this study for a number of reasons.

First, a number of GT methodologists and researchers (e.g., Charmaz, 2006; Cutcliffe, 2000; Glaser, 1992, Melia, 1996) have levied critiques that Strauss and

Corbin's (1990) model is overly reliant on a predetermined method of inquiry at all stages of inquiry. This predetermined method includes the use of preexisting research questions (vs. generating these during data collection) and a preexisting "paradigm" for ordering relationships among categories. In their critiques, these methodologists and researchers have suggested that such predeterminism prohibits the natural emergence of theory from the data. Further, Glaser argued that such a method led to conceptual description rather than theory generation, and Cutcliffe argued that Glaser's approach remained closer to the data than did Strauss and Corbin's. Although I appreciated Strauss and Corbin's paradigm in terms of ease of facilitating theory development, I agreed with these critiques and felt confident in our ability to order relationships among emerging categories without relying exclusively on the paradigm. This confidence was based on research team meetings, and bolstered by examining Glaser's (1978) in-depth coding guide of "coding families." This coding guide provided a springboard for thinking about different approaches to coding and ordering relationships.

However, as Charmaz (2003a, 2003b, 2006) indicated, both Glaser's (1978, 1992) and Strauss and Corbin's (1990) approaches were grounded in a objectivist premise. In her work, Charmaz distinguished between an objectivist approach to GT in which the researchers' job is to "discover" the theory as it inheres in the data, and a constructivist approach, in which the researcher acknowledges that the process of the research (including defining the processes that one is seeing in the data) is a one of mutuality and co-construction. In a recent methods text, Charmaz (2006), emphasized that data be collected, analyzed, sampled in an ongoing fashion through mutually

constructed explorations between researchers and participants, all of which include attention to the location in time, place, culture, and context of all involved.

I settled on Charmaz's (2006) approach for several reasons. First, her approach appeared to have significant overlap with Glaser's (1978, 1992), focusing on emergence without using a preexisting paradigm. In contrast to Glaser's emphasis on objectivity and positivism, however, Charmaz's constructivist approach to GT was a stronger ideological fit. Further, Charmaz (2003a, 2003b, 2006) provided examples of actual analytic techniques for line-by-line coding, transforming codes to categories, and moving through multiple stages of the coding process.

Research team preparation. I prepared materials on GT, including an overview of the literature on GT and specific examples of Charmaz's analytic techniques, for both members of the research team. We discussed our approach to coding, agreed to approach analysis from a social constructionist perspective, and discussed how our different life experiences and perspectives would enhance our analysis of the data. We believed that using a line-by-line and incident-by-incident coding process would provide a clear, easy to follow, traceable analytic process.

Initial coding. Our three-person research team analyzed the data by hand using line-by-line and incident-by-incident coding schemes as recommended by Glaser (1992) and Charmaz (2003a, 2003b, 2006). In our coding procedure, we focused on broad concepts as well as individual incidents, and were oriented towards content and process as we interpreted the data. Our procedure included individual coding by two members of the three-person analysis team, with the third member serving as auditor. I coded all

transcripts, and the other team members alternated between coding and auditing. We examined the data by asking as many questions as we could generate about what we saw, inferred, and questioned (i.e., did not see happening or discussed) in participants' content, processes, and apparent assumptions. We made comparisons among the data to parse sentences and incidents into the smallest units possible. This process enabled us to generate preliminary codes and tentative categories, illuminating them in terms of nuance and dimension (Charmaz, 2003a, 2003b, 2006; Glaser & Strauss, 1967; Strauss & Corbin, 1990).

We held weekly coding meetings in which we clarified and refined codes and categories as we saw them in the data by asking questions, comparing new data with those in existing codes and categories and elsewhere in a given transcript, and examining relationships within and among categories. The coders for the transcript under study led the discussion, and the auditor listened, commented, challenged and confirmed findings. For each transcript, we discussed each incident in order. We found that some codes (e.g., considering client safety as a means for drawing a limit on flexibility in standards) were represented in a number of places throughout some transcripts, whereas others were represented more narrowly. When a code or specific concept was multiply represented, we discussed other incidences of the code or concept in that transcript before returning to a linear progression through the transcript. When we did not agree on a code or category, we discussed our rationale for specific points of contention until the team reached consensus. We followed this bidirectional and sequential process of analysis through each stage of the inquiry. Immersion in later stages of the inquiry yielded

insights about categories that we had defined and developed in the earlier analyses, which enabled us to clarify and refine categories throughout the inquiry.

I used the notes from our discussions and transcripts to record the codes and categories that we had identified. I assembled these into a coding summary for each participant and asked the team members to review the results. Our use of the constant comparison method meant that each coding summary had the potential to contain some categories and codes that were similar to those in other summaries, as well as codes and categories that were unique to that participant. I maintained a record of our decision making for each summary by including specific lines from each transcript from which a code was drawn, and using illustrative quotes from the participant. Each summary also included a brief description of the participant, including disclosed aspects of diversity (e.g., race, sex, sexual orientation), number of years as a faculty member, number of students advised (lifetime) and number of students (lifetime) on remediation.

Focused coding. Following our analysis of the first six transcripts, we began to incorporate focused coding into our discussions (Charmaz, 2006) by grouping data into configurations to form categories. We also began discussing relationships within and among those categories. Strauss and Corbin (1990) suggested that this includes linking categories at subcategory and dimensional levels, which meant that we were engaged in a blend of initial and focused coding. We examined and discussed groupings of codes from the coding summaries, developing a list of codes and tentative categories to use in our analysis of the next transcripts. We discussed the risk and possibility that we could delimit the remaining data by fitting it into these categories, and decided to guard against

this by checking (a) whether we had new categories at the end of the next 5 participants, and (b) whether and how our tentative categories had changed. We repeated this process for the next 10 transcripts, stopping after 16 transcripts had been coded to reexamine the codes and categories and examine the content and relationships among categories and subcategories in depth. We found that our categories continued to change and evolve over the next 10 transcripts. After coding 16 transcripts, we began to discuss a potential model to capture relationships among categories. We began examining the remaining transcripts for discrepant or confirming material for our existing categories, making revisions and clarifications to our categories. For example, during the review of the 17th transcript, we added the subcategory of “mentor vs. cohort” model of doctoral student selection to the “factors that affect ease or difficulty of raising issues of diversity” category and then returned to other transcripts to examine how well that fit other participants’ experiences.

In the final stages of focused coding, we examined coding summaries from the first 16 transcripts that we coded (i.e., Ps 1-5, 9, 10, 12, 15-22) to develop a tentative model. I began with the most recent coding summaries, reasoning that because our analysis had deepened and become more nuanced over time through the constant comparison process, we could then review earlier transcripts for confirming and disconfirming data. We then reviewed small groups of 3-5 coding summaries at a time as a means to compare codes and categories across participants (e.g., combining P10, 14, 20, 22 in one group, P15, 16, 17 in another). With one exception, I kept summaries from

all participants from the same university together in each small group. Questions that guided this process included:

- What helps make the decision about where to locate the problem?
- What are some of the questions that are asked?
- What processes and ideologies underlie how these questions are generated and pursued?
- What are some of the answers to those questions (i.e., what have participants concluded)?
- How do participants respond to their findings?

A list of some of the codes and categories that emerged and guided our examinations and conversations throughout the analysis process is provided in Appendix I.

Theoretical coding. In the third stage of analysis, *theoretical coding*, we organized the categories into relationships on the basis of theoretical links, drawing on Glaser's (1978) suggested range of theoretical "coding families" (e.g., the *process* family, the *degree* family, the *strategy* family) as guides through which to frame the relationships (pp. 73-82). During this stage, I took the lead on creating the model, and sent it to the team members for review. We discussed the model and reached consensus, then examined the final remaining transcripts ($n = 3$) for discrepant case analysis to further refine and nuance the theory (Erickson, 1986; Strauss & Corbin, 1990). Following this step, we sent the model to participants to solicit feedback in terms of (a) how accurately and completely it captured their experiences, and (b) whether any additional concerns about confidentiality persisted.

Saturation. We examined the data until our categories were saturated. Strauss and Corbin (1990) defined theoretical saturation as occurring when: “(1) no new or relevant data emerge for a category, (2) category development is dense (including variables such as context, conditions, variation and process), and (3) the relationships between categories are well established and validated” (p. 188).

Trustworthiness

A number of the research methods detailed above (i.e., research team, peer debriefing, checking with participants, discrepant case analysis) were intentionally designed to increase the rigor of this study in terms of its trustworthiness (c.f. Erickson, 1986; Lincoln & Guba, 1985; Morrow, 2005; Strauss & Corbin, 1990). Within qualitative research, some theorists (e.g., Fassinger, 2005; Lincoln & Guba) have compared the issues of credibility, transferability, dependability and confirmability (described as *trustworthiness*—Morrow) to quantitative standards of internal validity, external validity, reliability and objectivity. *Credibility* refers to the degree to which the results accurately represent participant perspectives, and *transferability* refers to the degree to which the findings may be externalized or generalized to additional contexts (Lincoln & Guba). Lincoln and Guba suggested that triangulation, peer debriefing, use of a research team, examining discrepant cases, and member checking (i.e., asking participants to examine transcripts for accuracy) be used to establish credibility. Beyond the steps described above, I engaged in triangulation (i.e., gathering multiple viewpoints to further elucidate how a phenomenon is perceived and addressed in a setting) by interviewing multiple participants at one-half of all sites represented in the study.

Researcher subjectivity/reflexivity. We also engaged in ongoing analysis of our influence as researchers on the analysis process. This reflection fits with Erickson's (1986) recommendations that researchers provide sufficient information to enable readers to participate as co-analysts by (a) tracking the perspective of the investigator(s) over the course of the research, and (b) contextualizing the findings in terms of researcher impact. Morrow (2005) similarly emphasized the need to articulate how subjectivity influences (a) data analysis, (b) the extent to which meaning is co-constructed between researcher and participants, and (c) the extent to which participant meaning is understood. She suggested that researchers be explicit about their assumptions and biases in their writing. I have discussed our process and our conclusions from that process in this methods section and in the researcher journal (Appendix J).

Transferability, dependability, and confirmability. Qualitative researchers generally focus on localizing results in a context-dependent reality and leave decisions about transferability to readers. We used "thick description" to provide sufficient contextual information for reader decisions about the criterion of *transferability* (Geertz, 1973; Lincoln & Guba, 1985). In addition, our inclusion of multiple perspectives from different programs may provide more information about the degree to which results may be transferable. The criterion of *dependability* is akin to the quantitative criterion of reliability and addresses the degree to which the design adequately accounted for changes to the design necessitated by phenomenological events, and *confirmability* refers to the objectivity of the study. Lincoln and Guba suggested that auditing could be

used for concerns of dependability and confirmability (p. 219). We engaged in auditing, as noted above, and offer the researcher journal as an additional means to assess the design and objectivity of the study. The journal (Appendix J) is accompanied by lists of initial and subsequent categories (Appendix I) to provide further evidence for evaluating the quality of the study. In addition, our analytic decisions can be seen in the original transcripts and coding summaries, as I maintained a record of our line-by-line and incident-by-incident coding discussions. Readers are invited to review the journal and compare the original lists of categories against the final categories for this study as a means to assess these aspects of trustworthiness.

CHAPTER IV

RESULTS

Using Charmaz's (2006) grounded theory approach as the analytical framework, I describe the themes that emerged in participants' processes for examining intersections of diversity with trainees identified as having professional competence problems. These core themes and the subsequent model reflect responses from the entire group of participants. Two core themes capture contextual factors that impacted participants' processes for examining the intersection: (a) program variables that affected conversations about diversity and TIPPC (e.g., tension among faculty around diversity issues), and (b) espoused ideologies through which participants understood specific intersections of diversity with TIPPC (from colorblind to context-sensitive approaches). These two core themes provide contexts in which the other core themes are situated. Other core themes include: (c) describing dilemmas, (d) examining the problem, (e) reaching a decision, (f) learning, and (g) responding to examinations and decisions. I present these core themes together in a theoretical model that captures these processes, interwoven with a narrative that describes theoretical links among the core themes.

Program Variables that Affect Conversations about Diversity and TIPPC

Participants described a range of contextual factors that impacted conversations about intersections of diversity with TIPPC (Figure 1). These included multicultural commitments as evidenced in recruitment practices for faculty and students, the presence

or absence of a critical mass based on student and faculty demographics, and diversity focus in faculty members' and students' research. Other factors included establishing and maintaining regular conversations and awareness of diversity in the program, preexisting tension around diversity issues among faculty and students, and tensions generated at intersections of diversity with TIPPC.

Demonstrating MC Commitments Through Critical Mass Recruitment Efforts

Many participants described their commitments to multiculturalism and diversity as evidenced through recruitment efforts, including pursuit of (a) faculty and students of color, and (b) faculty and students committed to examining cultural expectations and social justice issues. As they discussed successful efforts to recruit and retain students of color, participants described being thoughtful about diversity when creating the composition of incoming cohorts. Most participants who discussed program demographics focused on race, stating that their program had a high or the highest percentage of RE minority students in their university; many described a goal of developing a critical mass of RE minority students in their program.

Beliefs about critical mass. Although all participants described critical mass as positive evidence of their multicultural commitments, they varied in how they described the effects of a critical mass on the program. Some described assumptions of racial harmony, whereas others stated that a critical mass was connected to the visibility and/or emergence of conflict among students and between students and faculty. For example, several participants discussed the benefits of diversity among their students as it led to mutual learning without discussing possible or actual instances of conflict. Conversely,

others described the inevitability of struggles throughout the training ecology (e.g., in regressive supervisory relationships, among students, between students and faculty) as an outcome of (a) their critical mass of diverse students, (b) strong focus within the training program on diversity and social justice, and (c) frequent conversations about diversity.

One participant noted that other programs that had less diversity in his department seemed to have fewer diversity related conflicts.

...we have a lot of diversity among our students and faculty, which then allows more conflict to happen...(in) our school psychology program, there's zero diversity in the faculty, well, there's gender diversity, but they're all White, and we have—the only diversity in the student body is some Asian American students. And the clinical psych program is all White, and all their students are White. And they don't have diversity problems (laughs)—or none that surface.

This and other participants suggested that the presence of a critical mass made it easier for students to raise issues. Another participant commented,

...[having] a significant concentration of students of color...makes it much easier for students to bring things out that in other places where there are fewer students of color, they're not bound to bring them out.

In contrast with descriptions of their students, not all participants described having a critical mass among their faculty. Although several described having a critical mass, others noted a lack of RE or LGBTQ critical mass among their faculty, which impacted the frequency and quality with which RE or LGBTQ issues were addressed in faculty discussions and with students. One participant commented on the impact of the

size of her faculty, noting that due to the small size of their program faculty and the lack of a critical mass of faculty of color, her colleagues were less likely to be direct when talking about diversity issues. This participant noted that only when issues concerned international students was diversity raised overtly among faculty.

...because we're such a small group, people are going to not be blatant about stuff. I would say again the only time these types of issues come up would just be around international issues.

In addition to the impact of critical mass, some participants talked about the importance of having a significant number of faculty members doing diversity-related research as a powerful recruiting tool. The presence of multiculturally focused researchers served as a powerful lure for like-minded prospective students and faculty members. Several participants described a bidirectional process in which they were able to recruit students who were interested in diversity issues because their program had long standing commitments to specific areas of diversity:

Many students were drawn to our program because [*faculty name*] and...I were here as feminist psychologists...[providing] a feminist training opportunity. And that...brings students who are interested in social justice...and diversity issues. And we've had that program...at least 20 years...[*faculty name*] has a specialty in lesbian and gay issues that further increased attraction of students who were interested in diversity issues, and so what happened over the last 15 to 25 years...was that a preponderance of the students were interested in some aspect of diversity.

Some participants similarly stated that the presence of faculty and students with commitments to multicultural scholarship and action impacted the program by generating frequent conversations and consultations about diversity among the faculty, and created subgroups of faculty who were highly attentive to issues of diversity in faculty meetings. Conversely, one participant speculated that the lack of research on LGBTQ issues among her colleagues resulted in less focus on LGBTQ issues and students' experiences.

Philosophical Commitments to Establishing and Maintaining Diversity Conversations

Some participants described a program culture of frequently discussing diversity among faculty generally and as a standard part of student evaluations. Participants worked to include issues of diversity in all aspects of evaluation, starting with interviews and continuing throughout training. Discussing diversity as part of student and program evaluations included assessing multicultural competence in student-client interactions and among practicum supervisors during practicum supervision, and intervening when observing a lack of competence.

I think that one of the issues when we moved to a social justice focus...is, that if we're attracting students interested in social justice, there's going to be an even stronger expectation on their part that supervisors...are aware of diversity issues. We've talked about that in the faculty some about how we go about ensuring that or increasing it.

Several participants noted that they had recently changed their evaluation policies to include explicit attention to diversity, and another had recently revised the program philosophy to include attention to social justice activities.

Searching for blind spots. Many participants discussed the importance of engaging each other in challenging conversations about the role of culture, examining potential blind spots around diversity issues within themselves and among their colleagues.

...we had a lot of meetings about this particular situation and this particular student...frankly we argued a lot about it. Not in a completely negative way, but certainly in a vehement way, because we...challenged each other quite a bit on you know, 'well wait a minute now, where is that coming from and how come' ...so there was a lot of that level of discussion and concern and worry...some of it was just us deciding that we were going to be able to put those concerns out there. Which was good for the department, it was good for the faculty I think to have (those) conversations but was also quite difficult as those things are.

Several participants voiced beliefs that their responsibilities as trainers included having such conversations, as well as developing knowledge of students' specific cultures. Some read and met with colleagues outside of their academic program to focus on their social identities and privileges as part of their commitments to becoming multiculturally competent. Several participants invited a TIPPC to join their conversations about relevant issues of diversity, as these might be intersecting with a perceived difficulty.

Rather than make assumptions that this is a cultural issue, or this is the result of cultural difference, we have that discussion. *With the student, or with each other, or both?* Well, it starts with us (the faculty), as a group, and then it brings on board the student typically.

Participants who examined themselves critically asked questions about their multicultural competence, relied on colleagues' expertise, and sought consultation to better understand the role of culture in their interactions with and expectations of students. Some also relied on their previous experiences working with students from a specific cultural background. These participants used diversity among their colleagues as a resource, asking questions about cultural and professional behavior, and identifying cultural biases among themselves. Some acknowledged potential bias within themselves and among faculty as a rationale for seeking multiple perspectives and supervision for their work with a particular student. Some acknowledged the importance of having different perspectives on student development to evaluate student difficulties, and valued the chance to consult and gain challenges and support from their colleagues to consider the issues and develop remediation plans.

...(I gathered) all the—the (ethical) vignettes she responded to, her response, my response to her, her response back...along with her journal, which showed again very rudimentary multicultural awareness and [took] it into my colleagues and [said], “help me, cause I don’t want to make this decision by myself. Something’s bugging me.”

Searching for blind spots included multiple foci across the training ecology. As they used consultation with their peers to identify their blind spots and cultural lenses, some participants focused on differentiating whether their blind spots missed cultural issues unique to the TIPPC or reflected inattention to cultural factors elsewhere in the TIPPC's ecology:

...The faculty had to really do some critical analysis of, 'are we failing to see something here because we're not connecting to—I mean, are we failing to see something here that's a cultural issue, are we missing something. Is the student's peer group, in this particular situation the peer group and the student had a lot of conflict. So are we, you know, is the peer group being closed off to the student because of these cultural differences.'

As part of their examination and ongoing dialogues, participants relied on their colleagues' expertise in specific content areas of diversity to understand the extent to which problems may have been developmental and related to cultural or gender identity development. Participants described a collegial approach that integrated critical mass, openness to diversity and feedback, and peer research interests and expertise.

...We try to cover for each other's blind spots...in the sense that because of my areas of study [having to do with gender] I may see, you know, certain trainees' issues as developmental, where somebody else sees them as problematic...we cover for each other that way, you know, and they'll point out that, is it really developmental, could it be this, and I counter with the reverse, and we have that discussion.

Such examinations and consultations often involved examining the context of a problem and considering issues of culture raised by the TIPPC. Attention to their blind spots and examinations of context did not universally result in conclusions among faculty that inattention to culture was the primary concern, however. For example, one participant and her colleagues considered a TIPPC's allegations that they did not

understand his/her cultural differences by turning to their previous experiences with students from diverse backgrounds.

...The student said 'you don't understand my cultural differences'...we tried again...to take that to heart and say 'ok, are, is that what we're doing? Are we simply being closed off to this person's experience?' We decided ultimately, and this may have been self-serving, but I think it was accurate, that we weren't, based on our experience...we worked with a lot of multicultural students and based on the various experiences that we had, we just didn't see that as being the most salient thing...the cultural differences would not have accounted for the behaviors that were problematic.

Using outside consultants. In addition to colleagues within their programs, participants consulted with individuals on their own campuses and nationally to access their expertise on a particular issue, to gain an outsider's perspective on their system, or to facilitate dialogues on diversity. When describing cases in which they recruited an outside consultant from within the university, all participants described cases involving race, whereas none involved other aspects of diversity. In addition, those participants all described the importance of involving RE minority faculty and trainers as consultants who could bring specific perspectives to their discussions; no one mentioned the expertise or perspectives that EA faculty might bring to such discussions as a consultant. Participants who consulted with colleagues nationally identified emerging issues of concern that they believed were affecting the discipline as a whole, such as intersections between religious students and LGBTQ clients and colleagues.

Articulating the value of diversity conversations. Some participants referenced the regularity of discussions about diversity, and multiple experiences with decision-making about the role of culture in professional behaviors as increasing their comfort when conceptualizing intersections of diversity with TIPPC. One participant talked about the degree to which factors such as previous experiences, regular conversations, and mistakes in the past all enabled him and his colleagues to attend sooner to such intersections and to their blind spots.

It's one of the hallmarks of our program, that we're known as a multiculturally focused program, and that's not an area that we were overly afraid of discussing, so it's pretty common that it comes up pretty quickly, based on experience we've had in other cases where, things have gotten brushed under: "Ok, we'll allow that, we'll allow that, no, we're not going to allow that one," and that's led us to have discussions of diversity issues sooner, it's led us to be more reflective with regards to types of clients our students work with. We push the education and the experiential side of things harder, and frankly we're a little bit more open I like to think, and it doesn't always happen 100%, but we're a little more open to looking at our own blind spots with regard to trainees.

Others mentioned the impact of program norms around consulting with relevant colleagues to inform their work with students from different RE, sexual orientation, and gender backgrounds.

The presence of ongoing diversity conversations did not guarantee more confidence or swifter action, however, nor was it without challenges when working at

intersections of diversity with TIPPC. Although some participants saw their faculty as cohesive and at similar levels of awareness around self- and privilege-examinations, others observed that conflict around issues of diversity arose fairly frequently as a result of differences in multicultural training, awareness, and/or experience. Similarly, some participants noted that differences among program faculty in multicultural training, expertise, and self-examination were reflected in differences in faculty comfort and willingness to discuss issues of diversity. For example, one participant commented on conflict among his colleagues around unexamined biases and different beliefs about affirmative action. Another participant commented on the impact of faculty differences in their ongoing discussions of TIPPCs:

...To what extent do you think faculty members in your program hesitate to raise issues around race/ethnicity, class, gender, religion, when they're talking about students who are struggling or who are on remediation?...I think that varies across the department... [in our] core faculty...I think there are 3 or 4 of us for whom there's very little hesitation, because we see it as—this is simply part of the overall identity of the trainee and each part of that identity is impacting how they're developing. Now, that aside, it's the people, frankly, who have had the most and the strongest multicultural training...And I think there are [several] other people who are a lot more cautious about it because they don't feel secure enough in their own understanding of diversity and are still kind of in that process themselves a little bit...I think it's actually a product primarily of where we've

come from in terms of our various training experiences and our opportunities to really have authentic interactions around various diversity issues.

Tensions Among Faculty Around MC Issues

Other contextual factors concerned existing tension among faculty around diversity issues and new tensions generated by intersections of diversity with TIPPC. Existing tensions included historical interactions and conflicts around diversity issues such as “old wounds” among faculty, the impact of events in the university environment (e.g., ongoing racism), and feelings that they were working in a “toxic environment.” New tensions involved faculty reactions to TIPPCs, including disagreements about how to approach potential intersections, differences of opinion about the role that diversity might play in a potential problem, working with colleagues who seemed to fear raising diversity issues, and faculty reactions to feeling as though their multicultural competence was being challenged by students or colleagues. Participants described interactions among these factors and the impact of these factors on their work with TIPPCs.

“Old wounds” and existing tensions. Participants discussed the impact of personal and program norms and histories related to diversity issues. Several participants described histories of bias in their programs, observing that existing stereotypes and expectations about students of color contributed to toxic work environments and impacted their work with TIPPCs. One EM participant noted,

I was on a faculty in which they basically felt that anyone who got in there who was a person of color was an Affirmative Action hire who therefore really didn’t deserve to be there and was only there because of technicalities and whatever.

And so that, that definitely spilled over to the students as well, so kind of the entire environment was one of tokenism and marginalization.

This same participant noted that in his program RE minority faculty were often recruited by EA faculty into discussions of TIPPCs of color to legitimize the process of giving negative feedback to those students. In a conversation with a colleague, this RE minority participant learned that his involvement in a student of color's remediation effectively validated stopping additional examinations of the issue (e.g., systemic racism, faculty bias).

A faculty member told me, 'You know, as long as you're involved in this, it can't be racist.' And I just looked at him, and said, 'What?' You know, so obviously I was being used to justify this person's viewpoint...because if I'm—obviously if I'm in on it, it can't be racist.

Other participants noted frustrations with colleagues who seemed reluctant to engage in conversations about diversity. Several participants described how tensions and disagreements could create difficulties that lasted far beyond the initial conflict and generated anticipations of future struggles. One EA participant noted:

I think [an African American colleague and I] get along fairly well and yet there's some times when the tension is much more uncomfortable than it is at other times, and when we get to talking about students, and who's protecting students the best, you know, then sometimes it's hard to discuss...I don't think that she would feel comfortable saying to me—or maybe to anybody else, but certainly to me, 'you know, I think that I've been wrong and you've been right...'

Similarly, several participants assessed that their colleagues used TIPPC events as catalysts for action around issues of race. In these instances, participants described beliefs that although their colleagues may have disagreed with a student's assessment that racism played a role in a TIPPC situation, they used the event as an opportunity to address the general racial climate of the department. One participant described the impact of existing tension on what she saw as the reopening of "old wounds" among the faculty that intersected with their handling of a current situation:

...for some of the faculty it was an opportunity to get back at some faculty that they didn't like...they at least perceive [themselves as] being treated by some faculty perhaps as diminished value or you know, whatever—I mean, I can't speak on their behalf, I don't...know what it was they were feeling, but there was some old wounds that had occurred, through the years between and among faculty that some of the faculty had not taken care of perhaps properly.

Such old wounds and existing tensions could impact participants' and their colleagues' willingness to raise concerns about potential TIPPCs. Some participants stated that based on their previous experiences, they or their colleagues were reluctant to broach topics related to diversity or EM students because they feared the resulting conflict. These fears included awareness that they would likely argue with colleagues about whether they should approach the issue from a "pure" (i.e., "colorblind") training perspective or should include attention to diversity, hesitation to raise training issues because they might be seen as "race" issues or activate existing struggles and conflicts around diversity, and/or a fear of being perceived as unfair to RE minority students.

Other participants talked about the impact of continued pain from previous struggles around diversity.

There are some faculty who will say, 'I'm not bringing any...I'm not, I'm not opening this can of worms again'...[not wanting to be] perceived as being unfair to students of color, or whatever, whatever variation on that that might look like.

Similarly, some participants saw their colleagues as less eager to identify students of color, despite clear (to the participant) evidence that a student was struggling because of fears of outcomes across multiple RE configurations of faculty-student dyads. In this discussion, several participants talked about not seeing heterosexual students identified as TIPPCs, although no one provided an example involving gender. One RE minority participant discussed a possible reason for RE minority faculty's reluctance to give feedback to RE minority students, noting that such interactions were multiply layered, involving aspects of one's identity as a person of color working in an environment that could contain oppression:

...it's much harder too for a faculty of color to turn around and give feedback to a student of color because there's this expectation that somehow we should all be pretty cool with things, and that you know we shouldn't participate in oppression, which kind of ties everybody up. Um, because now all of a sudden it's not about giving feedback, it's about you know, not wanting to oppress another person of color. Which makes it just very, very difficult.

New tensions: Disagreement about approaches. When considering current instances involving intersections of diversity with TIPPC, a number of participants

described how disagreements over whether to adopt a “colorblind” or context-attentive approach generated conflict among faculty and increased the complexity of the situation. Several participants described conflicts between colleagues who wanted to focus on standards and skill evaluations without attention to context and others who wanted to integrate cultural influences into their evaluations of student performance. Although several talked about consistency within their program faculty in terms of approach, most participants who discussed this issue described disagreement among their colleagues as a major source of conflict. One participant discussed approaches among his colleagues ranging from “colorblindness” to context attentive:

...[We have] faculty who will say, ‘It’s not a racial thing, it’s not an ethnicity thing... I’m looking at skill level, and I don’t care.’ And then...other faculty that will say, ‘No, it’s more than that because there are cultural characteristics that go with the skills.’

This participant later described this argument as containing intersections of RE with existing tensions, describing the impact on his colleagues’ willingness to raise their concerns.

One of our faculty of color...would see just about every problem that a faculty member brings to the faculty related to a student of color as a race/ethnicity issue....and then we have a—several White faculty who would say, ‘No, it’s not because of color, it’s because of skill,’ and so, there would be some hesitancy to bring [concerns about a TIPPC] in, because, as I said, we have a couple of faculty

who will just uh, 'Can we just talk about this in terms of training, not in terms of diversity?'...The answer is "No, it's just part of everything that we do."

This faculty described his own commitment to including a contextual analysis amid conflicts in his faculty. Not only did such conflicts impact colleagues' willingness to raise issues, but they also generated disagreements and tensions over questions about (a) which approach was best for students, (b) whether an approach involved discrimination or penalized students for having different values from faculty, and (c) whether some approaches to working with students were insufficiently or overly protective of students. Another RE minority participant described differences of opinion among faculty about the point at which they could decide that culture was no longer the most salient variable. For this participant, his colleagues' commitment to diversity became an ideological liability that overrode judgment in what he felt were situations that particularly clearly involved lack of competence among trainees:

...I [could] see them wanting to give the student the benefit of the doubt, but I think it's a place where culturally, some of my colleagues are from [the same cultural] background, some of my colleagues have a very strong affiliation with [students from that culture] and seem to recruit a high number of [students from that culture], so again what I talked about earlier, about over-identification, protectiveness, really strong attachment to students that adversely affects their perception and their judgment...from where I was sitting, and what I was hearing my colleagues say, clearly to me I think some colleagues weren't really dealing with the reality of the magnitude, the severity of this student's functioning. And I

applaud them for looking at cultural issues but I think they still were trying to give too much benefit of the doubt [to the student].

Another participant described a contentious situation involving a student of color on remediation who left the program. This situation, which involved disagreement among faculty and conflict between faculty and students, created new wounds, which then became existing tensions among faculty and students in the program. This program initiated dialogues in response to these tensions around diversity, linking the events to a commitment to maintain and learn from diversity conversations.

New tensions: Challenges to their multicultural competence. Most participants referenced the multicultural focus, values, and strength of their program as an asset when discussing intersections of TIPPC with diversity. Participants' beliefs about their multicultural competence were embedded in the rationales for their approaches, from "colorblindness" to attention to context. They described specific actions that demonstrated their commitment to multicultural competence, including training and consultation around multicultural and diversity topics, receiving grants related to diversity work, working and researching in the multicultural arena, and classifying multicultural competence as a professional training competence. Other actions included being acknowledged by the university for their successful efforts to recruit and retain diverse faculty and students.

Participants stated that these factors contributed to images of themselves as successful and sincere in their efforts at building and attending to diversity. Consequently, allegations that they were discriminating against students or were

otherwise not multiculturally competent seemed in direct opposition to their efforts and recognition in this area. Perhaps because of their strong focus and commitment to multiculturalism, many participants observed in themselves and/or their colleagues feelings of confusion, anger and disconnection when facing such allegations:

[when] issues of racism, or—you know, not being racially sensitive, or not being sensitive to the ethnicity issues that students bring—are brought up, oftentimes you see the faculty going, ‘What? What are you talking about? We’re the best in the university...How can this be happening that we work so hard to create diversity, and then we get into conflict?’

Challenges to their multicultural competence could also come from within. Some participants noted that student- or colleague-raised allegations could unearth underlying disagreement about the multicultural competence of their colleagues and programs. One participant discussed a conversation with a colleague who challenged the program’s self-described multicultural focus. Several participants observed that different opinions about the multicultural competence of the program and/or their colleagues generated conflict when faculty reacted to RE minority students’ concerns about discrimination. One participant observed that his EA colleagues often felt unfairly targeted and saw students who raised such issues as ungrateful. This reaction often led to “hurt” feelings among African American and Euro-American colleagues due to different reactions and understandings about student concerns:

...You have a White faculty member says, ‘I work so hard at this, I’m supporting, I bring in assistantships, and then, then we have problems,’ that you know,

students will say, like this one female student will say, ‘well, you’re not supporting me enough,’ So then the White faculty will get hurt, and then turn to—the African American faculty [who] will be hurt because the White faculty didn’t understand fully what the issue was.

Unexamined assumptions related to diversity also may have contributed to this feeling of confusion, anger or disconnection. One participant stated that she assumed that the recruitment and retention of RE minority students in the program was an indicator of racial harmony and satisfaction among RE minority students, and described surprise when seeing race-related conflict among students.

...this (race-related conflict) was happening in a context of huge (program) commitment to diversity. Successful recruitment and retention of students of color...and so I think part of (our surprise) perhaps reflected our assumption that if people are here, they’re happy. Which obviously doesn’t mean that’s true, but I mean that we may not have been recognizing that people can come here and, and want to be here for whatever reason and still see us as a flawed place.

Several other participants talked about the thoughtfulness and care with which they screened incoming students and determined the composition of incoming cohorts, without discussing how power differences among the students based on diversity might generate conflict. Other participants described instances in which they uncovered student biases, which led to feelings of being “naïve” about their assumptions about what students were learning, student attitudes about diversity, and how students interacted and supported each other.

Consequences of tension “spilling over to students.” Some participants observed that faculty struggles around diversity were mirrored in student conversations and interactions. Participants described parallels between faculty attitudes and conflicts around diversity among themselves and towards students, and several participants stated that students were aware of conflict around diversity and standards among faculty. Several participants described seeing such conflicts and attitudes reflected in interactions among students.

Other participants saw these conflicts impact faculty assessment of student competence. Some noted that it was easier to displace faculty struggles around diversity onto students, as it was safer and less conflictual to talk about problems in students. Some stated that unresolved conflicts among faculty around issues of diversity had a way of trickling out into faculty-student and student-student interactions and was in some cases emblematic of similar problems among faculty. One participant noted,

...[diversity] impacts faculty who represent diverse populations who have to give that feedback, or who are used by other faculty to justify unfair decisions...how does it impact identifying people? I think, you know, I’ve seen both. I’ve seen Euro-American students, or straight students or whatever, be not confronted as well, and then I’ve also seen people not confront the students of color, for fear of what might happen.

This participant later continued,

You can’t focus on the work with students if you haven’t done the work yourself. If faculty don’t have some of these issues worked out amongst themselves, if you

know ethnic minority faculty are either not hired or marginalized, if they're not promoted and tenured, if they're not mentored and all that, I mean I, it's just to them basically students are just little mascots, I mean, even if they do well, they're just being—I just think it's a lot easier to focus on the students in terms of someone to focus on, because their investment is a couple of years as opposed to your colleagues, which is, you know, potentially the rest of your professional life. So, I guess I would say it's misleading to always focus on the student as the kind of the identified patient, that sometimes it really is a symptom of problems among the faculty that are unaddressed.

Summary

Participants described a range of program variables that affected conversations about intersections of diversity with TIPPC. Although most participants demonstrated commitments to diversity through successful efforts at recruiting diverse faculty and students, they differed in their views about the impact of critical mass on dialogues within their programs. Whereas some participants anticipated that critical mass could lead to conflict or tension around diversity issues, others seemed surprised by this phenomenon. These differences extended through ongoing conversations about diversity within the programs; in some instances such conversations led to conflict and tensions about diversity, whereas in other instances such conversations helped participants gain clarity about whether and how to raise issues of context at the intersection.

Old wounds and existing tensions about diversity may have imbued instances of TIPPC with additional contextual meaning. New instances at the intersection may have

exacerbated old wounds, and thus impacted the tenor of discussions about future occurrences, as well as the overall existing level of tension around diversity. Increased tension within the program may have heightened perceptions that more ongoing conversations about diversity were needed, yet the content and tension of those conversations may have heightened levels of existing tension rather than alleviating them. Finally, disagreement among faculty and perceived challenges to their multicultural competence or commitments may have made work at intersections of diversity with TIPPC more complex and challenging.

Espoused Ideologies: "Colorblindness" to Context

Participants described their approaches to conceptualizing intersections of diversity with TIPPC along a continuum from a "colorblind" approach (i.e., not considering culture or differences among individuals or groups) to a context-attentive approach (i.e., always considering cultural and contextual variables). Towards the "colorblind" end of the continuum, several participants stated that they never included diversity variables in relationship to PPC. One participant referenced a belief that attending to diversity could be viewed as discriminatory:

I think we are as a program and as a department, strongly committed to...ensuring that diversity doesn't get in the way...we value that whole effort so strongly that we don't...make differences among our students and among our program faculty.

Could you give me an example of how you've seen them get in the way? Get in the way is, 'oh geez, my value system says that I can't talk to that person.'

He later continued,

...it is our monthly practice to talk about doctoral students and how they're doing...and we don't seem to worry about any of their diverse attributes...[we] meet biweekly and discuss program issues and student issues and if a student who happens to be X comes up, we try to answer and the best way of handling the situation.

Most participants described their commitment to multiculturalism as including attention to context, and attended to context at points along the continuum. Participants described various strategies and conditions for examining context that included intentionally identifying in their decision-making processes points at which they would no longer consider context. Generally those points involved some combination of: Standards of the profession they considered to be universal, extreme trainee difficulties or behaviors, value on applying the same standards for all students, their responsibilities as gatekeepers of the profession, and/or client safety. Participants frequently described events in ways that embodied multiple points along the continuum. For example, although one participant emphasized the importance of attending to diversity when selecting students for admission (classified as *context-attentive*), he referenced the value of being "colorblind" when considering standards (classified as towards the *colorblind* end of the continuum):

...of the 2 students, one is from a minority group, and the other is not. You know, I would like to believe that—that we're going to hold the same standard for every student and say, you know, you've got to be passing—you've got to be competent...before we move you on...There are times when it's appropriate to be

colorblind and times when it's not, and I think around competence issues it would seem to me like that would be a good time to be colorblind and say, 'You know, we're going to expect every one of our students to be competent.'

Although this participant mentioned the importance of diversity in terms of recruitment, he was intentional about not considering diversity in certain circumstances. Consistent with this espoused ideology, he described several cases involving TIPPCs without mentioning how diversity might have played a role in either case. One case involved a student whose religious beliefs prompted her/him to not see LGBTQ clients, and the other involved students in conflict around gender issues. Also close to the colorblind end of the continuum, several participants referenced the demographics of TIPPCs without discussing or exploring how those cultural components of their identity might be related to a problem. Others stated that they had not seen aspects of a TIPPC's demographics be the "defining factor" of a problem. Still others speculated how intersections of diversity with TIPPC might occur, but stated that they had not seen such intersections occur. Although these participants did not advocate an explicitly "colorblind" approach, the fact that their discussion did not include extended attention to diversity variables suggests less or limited attention to context. Other participants advocated attention to context and demonstrated integrated and complex analyses of intersections of diversity with TIPPC. For example, one participant answered a question about such intersections as follows:

Are some there are some types of student problems that are more difficult to conceptualize in terms of issues of diversity? Yes and no, in terms of issues of

diversity...the better way to answer that is, it's always hard to intervene with students and it's particularly hard to intervene with students from diverse, different backgrounds, because the power becomes more salient. All right, I try not to be resistant here, I don't see it as diversity per se; I see it more as an issue of power...it's harder to label someone's interpersonal behaviors as problematic, as reflective of insufficient competence, when issues of diversity are present, and I think that's more because of—less about diversity per se and more about the power that underlies those types of discussions, because power is salient between students and faculty in general, and then when you make the faculty a certain race or a certain gender, and then you make the student different, the power escalates, the differential becomes...much more clear, and much more salient for the student, and you have to be very, very careful that you don't exploit that.

Most participants advocated always considering context, yet varied in terms of the amount of attention paid to context over the course of the interview. Some articulated a complex interplay of multiple diversity and related variables (e.g., power) when describing a specific situation or TIPPC's identity, but as their analysis continued they changed to a focus on one variable without retaining the same degree of complexity. Many participants described a number of processes of decision-making that included conscious or unconscious shifts from attention to context to a focus on one most salient variable, and/or a loss of complexity in their analysis. In the core themes that follow, I present specific processes that participants used as they examined intersections of diversity with TIPPC (Figure 2). Participants described dilemmas, examined the problem,

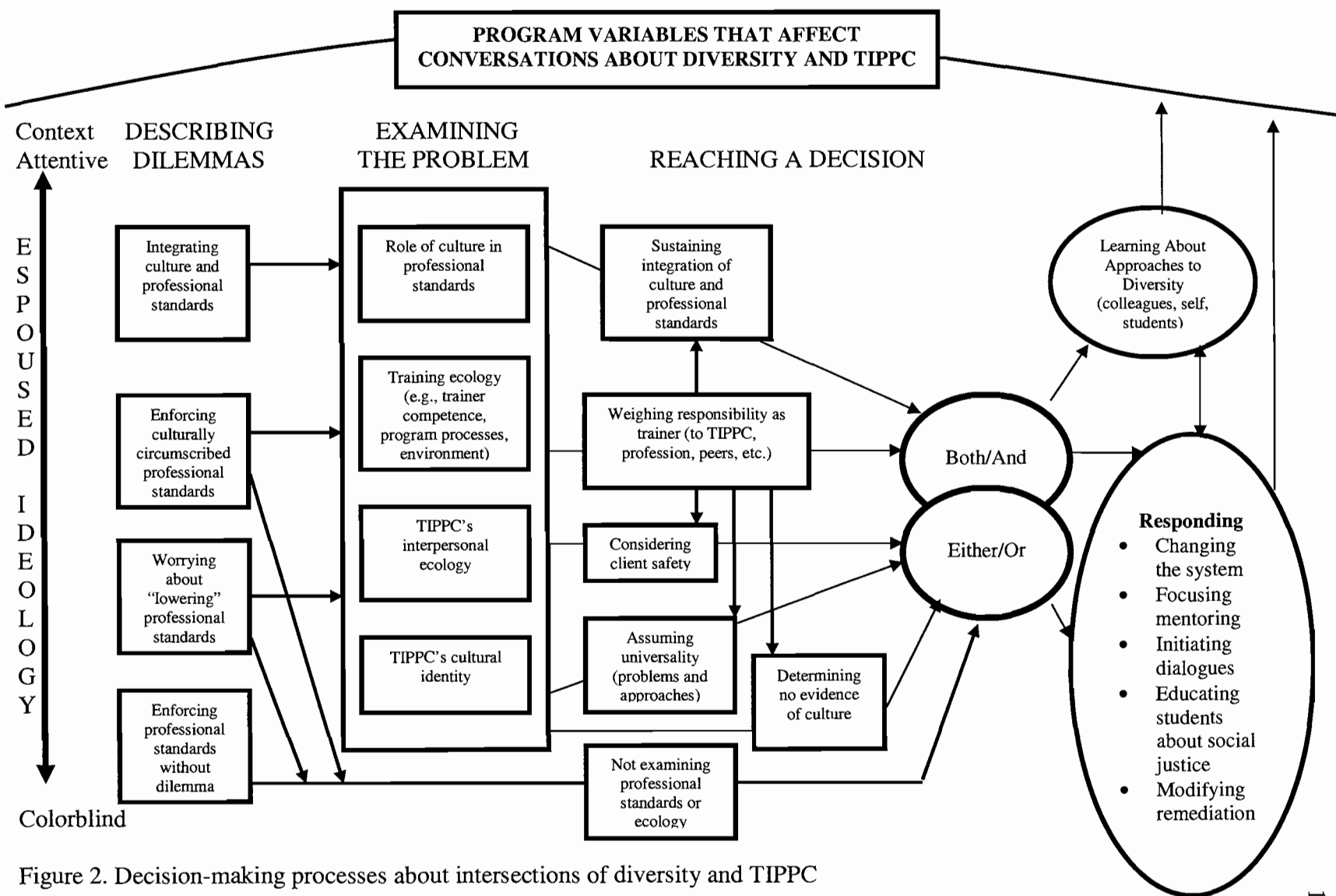


Figure 2. Decision-making processes about intersections of diversity and TIPPC

reached decisions, learned about themselves, their colleagues and their programs, and responded to their examinations and decisions.

Describing Dilemmas

Most participants described dilemmas as they considered intersections of diversity with problems of professional competence. Participants articulated a range of dilemmas involving the standards of the profession, ranging from not wanting to enforce standards without considering diversity variables, to wanting to integrate culture with standards. As noted in *espoused ideologies*, several participants did not voice a dilemma in how they considered standards. Most participants considered the challenges involved with using a universal and/or flexible approach to applying standards. Dilemmas included (a) fearing to “lower” standards, (b) enforcing culturally circumscribed professional standards, and/or (c) integrating culture into standards.

Fearing to “Lower” Standards

Some participants voiced concerns about whether they might lower standards by examining and being flexible with standards. Some articulated the issue as an absolute, suggesting that treating students differently was inappropriate and *would* lower standards. In such instances they discussed the issue dichotomously as one of attending to either diversity or competence, and did so both directly and indirectly.

Enforcing Culturally Circumscribed Standards

Other participants voiced concern about whether enforcing standards conveyed to students from diverse backgrounds a message that assimilation into the status quo was necessary. One articulated the issue and then referenced his responsibilities as a trainer as

he made the decision about whether to enforce a particular standard. Although he began by discussing issues of fairness and bi- or multiculturalism when examining the role of culture in standards, he soon shifted his primary focus to his responsibility as a trainer to prepare students academically. This participant discussed the role of cultural assumptions in the standard of concern, and voiced frustration at its seeming universality before he described his duty to the student to enforce the standard.

“You get down to the point of, ‘are we negotiating a cultural rapprochement, are we trying to establish a mutual culture here, or do I have to get across that if you want this degree, you’re going to have to learn to survive and to operate and to accept a different culture.’ And is that fair, I mean that’s the part that gets me—and this gets to this whole thing about my struggle, my view that different cultures offer different things, and they’re not wrong or right, they’re just different...but when you’re going to write a dissertation, the graduate school’s going to look at it and the outside reader is going to look at it, they’re going to say, ‘No, this is wrong.’ And I’m going to have to say to you—I mean, you either get it from me or you get it from somebody else down the line, and my job is to protect you to some degree from getting to the point where it’s going to be worse than it needs to be...”

Integrating culture and standards. Although some participants resolved their dilemmas by advocating a universal application of standards, most raised questions of degree as they sought to attend to diversity. Some voiced concern that attending to diversity variables might impact the extent to which they enforced professional standards:

How much variance can you allow, so think about a regression line, and how much can you have points varying from that slope if you're trying to get up to competence?...You have to allow for dimensions of diversity...to affect students' ability to see and perhaps grow at different rates, but there's still a certain tolerance you have for variance in that slope...[so] how do you hold the standards of the field, allow for differences in patterns in growth across all those competency levels and allow for differences in the way students learn, and keep clients safe? That's the struggle.

Other participants articulated the dilemma with similarly complexity, including attention to context and examining the standards for points at which they could be flexible. For example, one participant identified a point at which she felt confident to integrate culture by clarifying the essence of a standard.

Now, for my international students...their reports and performance may not be at the same level of proficiency (as students born in the U.S.), but I think as long as they are competent and you know, do no harm, can grade their things correctly, then I tend to be ok with it...I kind of struggle with that, because I wonder, am I saying I'm going to have a lower standard for these students? And that's not what I'm trying to do, but I do understand that sometimes the students won't perform as well, and not because they're not as skilled, or not as smart but it's just because of you know, differences with language, and writing ability...there are different standards that I have.

For this participant, the issue was nuanced and varied for different students, based on an examination of context. She described an ongoing struggle about whether being flexible meant “lowering” standards. Other participants also considered the role of culture in professional standards, raising questions with their colleagues about potential conflicts between cultural values, and faculty and professional expectations.

Examining the Problem

Participants who espoused a *context-attentive* approach to conceptualizing the intersection turned to different areas of the TIPPC’s ecology as they considered contextual elements that might be intersecting with a perceived problem. Participants examined (a) the role of culture in professional standards, (b) distal aspects of the TIPPC’s training ecology (e.g., interactions among trainers, events in the university environment), (c) proximal aspects of the trainee’s training ecology (i.e., interpersonal interactions), and (d) the TIPPC’s cultural identity. Participants varied in how they discussed different areas of the ecology. Some focused on one area (e.g., TIPPC’s cultural identity), whereas others described intersections among multiple areas (e.g., TIPPC’s cultural identity, events in university environment, role of peers). Consistent with their descriptions of other processes, participants considered these different areas on a continuum from “colorblindness” to context-attentiveness.

Role of Culture in Professional Standards

Participants worked to unearth the extent to which cultural assumptions played a role in professional standards as a means to guide decisions about being flexible when applying standards. Participants pursued this examination through conversations with

colleagues, consulting with others outside the program, and relying on their knowledge of the MC literature, and knowledge and experiences as trainers and MC researchers in terms of the limits and expectations about student behavior. Many discussed the importance of recognizing and examining culturally rooted assumptions in their personal expectations for professional behavior, acknowledging social address influences on their expectations of students and student development. One participant described such a cultural self-examination:

I'll use myself as an example. I grew up in a very...traditional middle class Caucasian environment, and...that influenced...how I [carry] myself professionally, and how I see the role of a psychologist in a relationship...but I recognize that [those expectations are from] me...as a somewhat traditional Caucasian male who happens to be heterosexual, ok, so I recognize that while I might encourage my students that way, while I might set an example for my students, variation is allowed, all right, based on culture, race, ethnicity, the gender of the not only the student, but their client, all right, and certain levels of expectation on the part of the student and on the part of the client, all right, so I allow some level of variation, but I may—and I disclose that to the students from the get-go, but I make it very clear that there are certain things that you don't do.

This participant examined how intersecting aspects of his identity were integrated into his perceptions and notions of professional behavior. Understanding the role of his social address influences enabled him to determine points at which he could be flexible in his expectations.

Distal Aspects of the TIPPC's Training Ecology

In addition to examining the role of cultural in the standards of the profession, participants also examined distal aspects of the TIPPC's training ecology, such as (a) supervisors' general and multicultural competence, (b), faculty biases and assumptions, (c) program processes (e.g., comprehensive examinations), and (d) university and regional norms and realities.

Supervisors' competence. Several participants stated that a lack of general and/or multicultural competence among supervisors could potentially lead to a student being identified as having competence problems. These participants acknowledged that they assumed competence in their off site supervisors, and often did not evaluate their general or multicultural competence except through student report. These and other participants noted that without investigation into supervisor or student complaints, they remained unaware of site supervisors' potential for errors in evaluation and abuse of power, which could lead to potentially over- or under-identifying problems in trainees. One participant commented, "depending on the insight of the onsite supervisor, the problems get reflected in the student's evaluation rather than the site's evaluation." Some participants stated that such possibilities reflected systemic realities, that (a) their programs relied on site supervisors to evaluate clinical competence, and (b) they had not assessed the multicultural competence of those supervisors:

...it's a problem everybody has, which is that we're relying a lot on our partners in the field. We don't have an in house clinic, so...we're putting a lot of trust in

the evaluation of our partners, our clinical partners, and we don't evaluate their multicultural competence at all.

This acknowledged lack of evaluation of their field trainers' competence was mirrored in some participants' comments about their lack of knowledge of students' previous training environments. For many programs that accepted students with masters' degrees, faculty remained unaware of the quality of trainees' previous clinical and multicultural training. Several trainers voiced a dilemma of wanting to respect previous trainers' judgments, yet feeling uneasy because they did not know the level or quality of students' previous training and were similarly unaware of previous trainers' competence.

...if [students] come to you from a masters program and having worked in the field, then they're coming in with background and work you want to respect, and yet how do you assess that baseline [clinical] competency?...All that stuff that is hard to evaluate—ability to self-assess...ability to be open to supervision, ability to um to look at yourself as a cultural being, ability to look at worldview, ability to know that, and to know your stimulus value walking in the world...we're trying to select on that, but you also don't want to be unfair to a candidate...

Faculty biases and assumptions. Whereas some participants focused on conflictual faculty-student interactions, others focused on processes and interactions among faculty that could contribute to intersections of diversity with TIPPC. Some participants described seeing biases and assumptions at work in their colleagues' interactions with and evaluations of students, including TIPPCs. These observations included seeing colleagues (a) "racialize" difficulties among RE minority students but not

among EA students or students from other diverse backgrounds, (b) “go after” RE minority students by identifying RE minority students as TIPPCs at comparatively higher prevalence rates, (c) hold lower expectations for RE minority students, and (d) hesitate to identify RE minority students as having problems. All discussions in this area focused on race/ethnicity; although a few included sexual orientation, no other aspects of diversity were discussed.

Some participants discussed seeing colleagues automatically assume that diversity was connected to observed difficulties when a TIPPC was from a RE minority background. Several participants saw EA colleagues identify RE minority students as not being honest and reflective enough around MC issues, and/or “racialize” the problems of RE minority students. Participants saw their colleagues raise issues of diversity when considering students of color or international students, but not with LGBTQ or EA students. One participant contrasted her colleagues’ analyses of RE minority students with their analyses of EA students, noting that some of her colleagues took an individualized, deracialized approach if the TIPPC was a student from a majority background, whereas they focused on diversity when considering RE minority students:

...if it’s a person of color, issues of diversity are raised. I’ve never seen it where if the person’s gay or lesbian, the issues are raised. If it’s a person of color or it’s an international student I’ve seen it raised. I’ve never seen it where it’s a White person where they say, “Do—does this person’s Whiteness, do we think this has anything to do with issues,” ...if it’s somebody White, it’s never...it’s communicated very differently than if it’s a person of color, and that...if it’s a

person of color it's a problem. If it's a White person it's not. It's just very interesting how, how things get coded in those ways...the discussions there are typically is that "Oh my goodness, these racial minority students have problems, there are deficits in these and these ways," and just teaching...there's a ton of people who have problems with writing...and that's never, really, racialized. It's called something else....But it's not like "Oh, look at these White males who can't write." It's called something else: 'Johnny can't write.' Then the notion of race comes into play if the person happens to be a person of color and I think that perpetuates this notion that racial minority students are defici[en]t in some way."

Other participants similarly described differences in their colleagues' treatment of EA and RE minority students, seeing some colleagues over- or under-identify RE minority students as having problems. Several participants identified a process by which underlying stereotypes and assumptions about RE minority students' intelligence and right to be in the program (e.g., beliefs about Affirmative Action) biased colleagues' assessment of RE minority students' skill/competence. One RE minority participant noted,

...in the research area, there's always the association...the equation of people of color with not having the intelligence...or the natural ability that other people have...I think sometimes faculty are much quicker to question the intelligence of students of color...[due to] preexisting stereotypes and expectations, and maybe even association with how people got in, you know, one group gets in on their merits and the other group gets in because of some program (implying

Affirmative Action) or something, and when I've seen those dynamics at work it's just pretty toxic, and it just makes it hard to address the intelligence issue when one group has already been anointed as the intelligent group, and the other one is suspect from the beginning.

This participant continued by describing a pattern among certain faculty who seemed predisposed to "go after" RE minority students, or be unwilling to pass students of color.

...sometimes there's some faculty who will just seem to always go after students of color. And always seem to, you know, predictably year after year, they're going to get into it with a student of color...there's some folks who are just, you can just sense it's coming, and you know after a while you can just see a pattern.

Several participants examined their own biases and assumptions, questioning how the TIPPC's culture or RE might be impacting their understanding of the problem. One participant described feelings of uneasiness around possible faculty bias when faculty noticed a demographic trend among the students that they identified as needing remediation. Considering this trend led this participant to develop a set of ongoing questions to examine the impact of the TIPPCs' cultural identity on faculty approaches to the case, and consider how others could perceive each situation.

I just am very aware of who are we focusing on, why are we focusing on them, what's the perception of how we're handling this situation, how are we thinking, you know, how does the fact that this person has this background influence how we talk about them.

Program processes. In addition to their examinations of evaluators of students, participants also examined processes within their programs as possibly contributing to trainee difficulty. Several participants talked generally about the question of whether their programs inadvertently “de-skilled” students as they went through practicum.

All of our students here come with a master’s degree...and [one TIPPC] had A’s in clinical practicum at the master’s level. In fact, so did the [other TIPPC] I mentioned, so, that’s—people have had good grades before and I’ve often wondered, does that mean that their master’s program didn’t adequately prepare them?...or does that mean that there’s something about our program that deskills a student...and I’m not sure. I think it’s not us, but we’ve examined, tried to examine that.

Although these comments did not explicitly address issues related to multicultural or diversity topics, the focus on possibly “de-skilling” students intersected with concerns about sites and site supervisors, and could intersect with micro-aggressions or other challenges in the clinical setting related to diversity that students might face.

Other participants examined potential diversity-related biases in program processes (e.g., comprehensive exams). Several discussed how their examination of their program’s process for qualifying exams led to conclusions that the process privileged some students and unfairly disadvantaged others due to differences involving language and social class. Following these conclusions, they raised questions about whether and how to modify the process. One participant described her faculty’s process of targeting

the essential skills necessary for competence while not assuming that the problem resided in the TIPPC (or the TIPPC's diversity):

...let's say someone does not do well on qualifying examinations. We then begin to say, 'Ok, is it the qualifying exam process that seems to be an issue here? Can we modify this process [so it] might better suit the needs of this student in terms of their learning or their ability to demonstrate their knowledge and integration of knowledge in certain areas?'

University and regional norms and realities. When asked to consider the extent to which the university environment impacted students in the program, participants ranged from stating that the university environment had little to no direct impact on students, to stating that it had a large impact.

To what extent do you think that the university climate impacts the students in your program? Somewhere but not very far from zero. *So it's not too much of a factor?* The university is a very large X, and we are 30 or 40 people in a very small X. So how you can get us to be influenced is not very big.

Among those who described little impact of the university environment, some participants acknowledged the potential for impact, but stated that they had not seen such happen. Others who asserted that the university environment had little impact located the impact indirectly, stating that university events would impact faculty or the entire department, followed by a delayed, diffused, or moderated effect on students.

In contrast, participants who described a greater impact of the university environment on students referenced the impact of a general climate of Whiteness and a

lack of RE diversity, as well as a lack of RE, gender, and/or REG diversity in positions of power. Most participants focused on RE, although several focused on gender and/or sexual orientation. Many described the area surrounding the university as predominantly Euro-American, and noted challenges and survival strategies specific to the context of being an RE minority student on a White campus.

The presence of...issues of race and racism on campus. I think in terms of—for racial and ethnic minority students, you know the broader campus culture at any predominantly White campus is going to be—it shapes their experiences and it's frustrating and it's trying to build, trying to have networks, trying to find people who understand what you are dealing with. Trying to navigate a small community where there's very few racial and ethnic minorities, so in terms of not just campus culture, but it's kind of more the town culture as well that structures our students' learning experience.

Several participants discussed having predominantly male leadership and little support for women's initiatives on campus. One participant described intersections of race/ethnicity, gender, and social class as she described the impact on students of the lack of diversity in positions of leadership and power in the university environment:

To what extent do you think that the university climate impacts the students in your program? There are no tenured women of color on this campus...there are very few men of color too that are tenured, I think that impacts, the absence of people of color I think has an impact as an absence...there's no image, there's no model for students that people of color could possibly be as well educated

(laughs) as the majority White men and the minority White women you know, as faculty. The disparities in this region are just alarming in that way.

This participant, a woman of color, situated the lack of diversity in the university environment in the larger, similarly White, region. She described the impact of this lack of faculty and regional diversity on her interactions with students, connecting the lack of educated people of color in the region with EA TIPPC's struggles around issues of diversity and multicultural competence.

My very presence here I think is provocative (laughs)...the students are mostly from this region and I don't think they've seen very many people of color. Ever. In the kind of position that I'm in. *You mean as a faculty member, and as someone with an advanced degree?* Yep. With power over them...and I am very vocal and I am very...willing to be confrontational if that's what it takes.

Many participants stated that the climate of Whiteness generated feelings of isolation and a lack of safety among students of color and international students. Several described frequent racist incidents or ongoing events that extended across campus into the surrounding town. These events included actions from high-level university administrators, faculty, graduate and undergraduate students, and members of the surrounding community and region. Several participants assessed these events as emblematic of existing institutional, cultural, and individual racism on campus and in the community, noting that the occurrence of such events and the university's lack of clear, direct and effective action to denounce or stop such events perpetuated painful relationships between RE minority students and the university.

Participants noted that for students of color and for international students, such events led to decreased feelings of comfort and safety and increased levels of stress. Some identified instances in which race-related tension and events across campus intersected with students' multiple professional identities (e.g., teaching assistants, people of color, students), and noted the impact of racism on students' learning experiences and emotional well-being. One participant noted that some students were sufficiently affected by racially charged events in the university environment that they needed time to process their reactions during class:

...in my prac class I've noticed that sometimes we're spending the first 45 minutes with the students really wanting to process some of the racist incidents on campus, or things that came up when they were teaching undergrads in courses the day before, or something, and they want to process it, they want to get—it's, it's kind of like an open consultation.

Impact on EA students. Several participants also discussed the impact on White students of studying in a diverse program nested within a predominantly White environment. Participants described the impact of this environment on White students' learning opportunities related to MC competence and risk taking around diversity, including specific challenges related to examining racial privilege. Several participants described seeing EA students struggle to raise issues of race/ethnicity due to feelings of guilt and internal conflict.

...for White students...being in an environment that reinforces...their comfort level with Whiteness and what that means...I think they benefit from that in some

ways. But also, I think it's hard for them to be in a diverse program setting, cause it brings up these uncomfortable questions of privilege and other issues that need to be considered. I think it's a disadvantage though, to many of the White students that most of their programs—and the campus is overwhelmingly White, or predominantly White, so I think that can be problematic.

No participant discussed challenges specific to sex or gender, unless it was included in an intersection with race/ethnicity; similarly, no participant discussed struggles for male or heterosexual students.

Proximal Aspects of the TIPPC's Training Ecology

Many participants also examined more immediate factors in the TIPPC's training ecology such as interactions (a) between the TIPPC and others in the training environment (e.g., clients, supervisors, and client-TIPPC-supervisor triads), (b) at practicum and externship sites, and (c) with student peers. Participants considered interactions in the training milieu that could create stress and difficulty for trainees and lead to problems of professional competence, as well as how such interactions might increase the complexity of interventions with those trainees. Several participants discussed microaggressions as they compared challenges in clinical work facing RE minority students with those facing EA students. One participant drew a clear contrast between the types of practicum experiences that EA and RE minority students might have, and how those differences could translate into skill acquisition and a potential lack of fairness in evaluation.

...what makes this difficult is depending on what type of environment in terms of clinical population the students can see, if they can—if [the students of color are] expected mostly to see Euro-American populations, then it might be more difficult then to evaluate skills. If there's a diverse (client) population, then...everyone can maybe be evaluated a little more fairly...the lack of diversity in practicum also makes it difficult to truly evaluate skill...you have a group that might be getting constant microaggressions directed at them, or having to deal with you know, a lot of transference from the clients, depending on you conceptualize it, but you know, it's not like they're neutral stimuli. And so, they have to deal with that, where the other students don't have to deal with, or have to deal with in a different sense.

This RE minority participant focused on differences in the frequency of cross-cultural clinical pairings as these affected comparisons of trainees from different backgrounds, and how cross-cultural pairings might not be acknowledged in assessments of students' skill development. He also addressed issues of cross-cultural competence, and the fact that stressors in clinical work such as microaggressions could be unevenly distributed across trainees of different RE, a fact that may similarly go unnoticed in trainee evaluations. This participant and others discussed how such challenges that were related to differences in RE and other aspects of diversity could arise in clinical work and consequently impact the work and well being of trainees of color.

Another participant reflected on the complexity of the supervisory triad and potential conflicts within her multiple roles. Although in her role as a trainer she felt

responsible to respect the trainee's responses to a challenging clinical situation (e.g., that involved microaggressions directed at the therapist-trainee) and offer protection, she also needed to address client safety:

I think it becomes harder when you're talking about the ways that culture might play into someone's treatment or potential mistreatment of somebody to whom they are uh responsible whether it be as a teacher or as a clinician...there's a responsibility on the trainee to be able to work with those differences in a way that doesn't harm the person that they're serving...it becomes a more difficult kind of conversation because the trainee is simultaneously feeling perhaps disrespected but also not needing to share that with the person that they're serving....It's when you start talking about the client being vulnerable, or the students in the class being vulnerable...then the trainee potentially not being able to see how his or her own development you know might have a cultural component to it. That's where it gets to be more difficult.

This EA participant identified a complex interweaving of variables, including client and student safety, job performance, and cultural identity development, all intertwined with her responsibility as a trainer. Others identified possible sources of conflict within interactions in the TIPPC's ecology, including the impact of differences in social class, racially different communication styles, and power differences in cross-sex and cross-cultural situations.

Interactions in practicum and externship sites. Other participants described the potential for difficult interactions to happen at practicum or externship sites, prompting

one participant to remark that, “the appropriateness of the site is often overlooked” as an issue that could impact a trainee’s struggles. Several participants described instances in which a lack of cultural competence at a site created problems for a trainee. One described an example of the challenges facing an LGBTQ student who was working at a practicum site in which staff members were struggling with issues of competence around sexual orientation:

[the student was] working with...professionals who are allowing kids to say things like “you faggot”...and really struggling with the environment that her colleagues are creating and yet having to work with them.

Another participant discussed challenges for students in regressive supervisory relationships, in which they had more MC competence than their supervisors. This participant noted that students not only faced the possibility of negative evaluations, but also struggled to find productive learning experiences in supervision around MC issues.

What I have seen is that the student is aware of diversity issues, maybe more so because they’re a student who has one or more identities in an oppressed category, and they then have clients who also—of the definition you gave of diversity—have one or more identities in diverse status, and a supervisor who doesn’t want to look at context at all... the students then will come to a faculty member and say, ‘I’m really struggling with this supervisor because essentially they’re telling me that all of my looking at contextual factors is not ok with them, and how do I handle this?’ So...they get a piece of a low rating or something like that on an overall practicum...they’re smart enough to know they’ve got to

conform to the supervisor so it doesn't actually end up in their ending ratings as being they're a problem to the program, but...the experience is not a positive one for the student in practicum.

Several participants focused on the potential for problems at sites arising from supervisors incorrectly locating problems of competence in the student. One participant described conflict among trainers that arose due to different expectations between an academic program and a clinical training site (and the student and the site) around different perceptions of ethical or appropriate student behavior. This participant noted that such differences sometimes translated into discrepancies between academic programs and clinical sites around opinions of a student's skills, which heightened the importance of faculty investigation into such complaints.

A change of site sometimes is the entire remediation. Sometimes it's a really bad fit for some reason and [we] test that assumption by changing the student to another site, trying to figure out you know if they can excel in another environment...that recently happened with one of our students [who we knew] to be a highly skilled therapist, but at this site she looked as though she wasn't willing to engage in the type of practice that they wanted her to engage in, and in fact she wasn't, because it wasn't—it wasn't appropriate for the clientele and she knew enough not to step into that situation and kind of go against good practice. So if we did not you know, look into it deeper, it could have been, 'Oh, So and So's not doing what she needs to be doing, for whatever reason, maybe she's not

competent to do that.’ And in fact, it was more the site making some poor choices and kind of ushering our student down a bad path.

Although this participant did not discuss how such differences could impact intersections of diversity with TIPPC, comments made by other participants (e.g., referencing regressive supervisory matches) could be similarly present in such a situation.

Considering the role of peers. Another area that participants considered was the role of peers. Participants commented on the impact of both supportive and conflictual relationships among peers; several described students as a protective factor for a TIPPC, having seen peers help each other when one was struggling. One encouraged students who were struggling to keep in contact with their peers as a means to seek help. Conversely, other participants noted that events in the program and conflict among students related to diversity issues could generate more stress for students. Several participants noted that such conflicts often intersected with existing diversity issues within the program, stating that a critical mass among students had the potential to fracture or consolidate students on an issue, and cause some students to lose or gain peer support.

We have a pretty critical mass at [university] in terms of like some of our cohorts are 60 to 50% [the same RE minority]. And so I think that when there’s a problem with a student, it’s got the potential to either rally people together or fracture them about what the issue is, so I really have seen it have both. Especially in kind of the smaller communities that—where you know, the issue is a concern that there’s some kind of oppression or discrimination going on.

In addition to the impact of diversity related conflict within the program on a student's (or TIPPC's) distress, some participants noted the potential for active discrimination within the peer group. In addition, several noted the power that peers held to withhold support for a TIPPC to improve, stating that peer support is often necessary to complete remediation activities (e.g., through increased or specifically focused risk taking in group supervision). This awareness led one participant and her colleagues to examine supports, sources of bias, and obstacles to remediation for a TIPPC that existed within the peer group. This participant and her colleagues wondered:

...is the peer group being closed off to the student because of these cultural differences?...We were concerned that...there wasn't going to be enough room for the student to improve and that [the peers] were contributing to that...that they were potentially not going to allow the student to improve...we knew that the student was very isolated in their peer group. And so, part of our concern was, is this one of those instances where a group doesn't like somebody...and because they don't like somebody, there is no chance for [the student] to grow and develop...[the student doesn't] have the support that they need, they can't take the risks they need to in supervision...because it's not safe, and how much of that is a function of a person's cultural differences.

She and her colleagues examined the potential that possible bias or racism existed among students and in student interactions. They attended to this possibility through observations of student interactions as well as considering how it might occur in student disclosures of concern about a peer.

...[we] paid attention to where were we getting the negative feedback from other students from? And so that if only, for example, students who were White were having concerns about this student...well, that would have been very different from you know peers who were—shared the same ethnic background for example having some concerns about this student. So we were paying attention to those kinds of dynamics in terms of you know, ‘are there potentially some clusters of support and alienation emerging that we weren’t seeing before and those kinds of things.’

Other participants similarly focused on discrimination in the peer group as a source of conflict that could generate difficulties for the TIPPC, her/his peers, faculty, or all involved. One participant described feedback from female students about gender discriminatory behavior from a male student. This participant described the process that he and his colleagues used to consider the potential for gender dynamics to play a role in the conflict:

...a male student, may have been the only one in his class, was not getting along with some of the female students in his cohort...And as we looked at the situation...it was pretty clear to us that...some of it wasn’t his fault. At the same time, some of it was his fault, he was kind of rigid in how he was trying to deal with them, and they were saying that he was kind of being chauvinistic about some stuff, and some of that was probably true, and some of it was they were just kind of ganging up on him.

TIPPC's Cultural Identity

Many participants considered the salience of the TIPPC's cultural identity as it related to the identified problem. In their analyses, participants ranged from mentioning single or multiple demographic variables in isolation (i.e., without offering an analysis of how those variables might be connected to the problem), to focusing on the impact of multiple, intersecting aspects of the trainee's RE, gender, and/or other dimensions of identity (e.g., sexual orientation) development on the problem. At one end of the continuum, participants mentioned demographics specific to a TIPPC without any examination of context. Others examined the implications of a single aspect of identity, such as messages of racism in the student's upbringing based on where in the country the TIPPC was raised, or how a TIPPC's religious identity impacted his/her attitudes about LGBTQ clients. One participant described the impact of social class on a trainee's capacity to know how to act in professional contexts.

Can you talk a little bit about [a specific TIPPC case]? I'm very curious about the intersection between social class and ethics. It was a situation where [the student] violated client confidentiality, and I think [the student] just—it was less a breach of ethics than a—"I'm scared, I know I need to do this, I know something's—I know that something needs to be disclosed here but uh...I have a feeling that there's some behavior that ought to happen but I don't know how to do it so I'm just going to do it." But I'm making it sound like a personality um impulsive personality, and it really wasn't. It was more that there was a way of acting in this environment that came from the way you are a professional, that he

didn't know. That there was a way of being as a professional that he was scared of not knowing. That's how I would conceptualize it. And I think that comes from a social class background. *In terms of like how to act when you have a concern about a client?* Yeah, well, how to dress, how to comport himself.

Other participants focused on multiple aspects of a trainee's identity, including the influence of identity on value systems and communication norms. Some focused on how trainees' multiple, intersecting identities could create more complexity in identifying problems and designing interventions. For example, one participant described how multiple aspects of identity with differing levels of privilege and power increased the complexity for trainers to address problems that were nested within those multiple identities:

I guess the problem [is when] you have someone who is part of an oppressed group who then is willing to, to have unexamined prejudices. For example, someone who is very—a person of color who is very religious and then is oppressing people who are you know, gay/lesbian/bisexual/transgendered and then legitimizes that through...religious means...I think that that's where it gets really complicated in terms of trying to help people move past that kind of stuff.

Other participants focused on the importance of identity development in their discussions, as they considered the impact of RE, gender, religious, and/or other aspects of a trainee's cultural identity development on a specific issue (e.g., a TIPPC struggling in MC class). For example, one participant contextualized a TIPPC's problem within an identity

development continuum that included intersections of multiple aspects of cultural identity:

...part of the reason that we thought that a student had gotten into trouble was potentially related to that student's own identity development as a person of color. And also interestingly, there was a...religious component mixed up with that as well that played into the original incident that created what emerged, what ended up being the indicator of a significant problem.

Similarly, one participant used identity development to understand a TIPPC's struggles in a multicultural counseling competency class and as an outcome indicator for assessing the student's change. This participant used concepts from her multicultural counseling course in her intervention, asking a student to assess how his/her RE identity development (REID) might be contributing to the problematic behavior. This participant worked to identify the TIPPC's REID by considering class assignments and listening to the student's disclosures during class. She used it as a marker to assess whether the student was developing skills for working with clients from different backgrounds, as well as whether the student was able to develop awareness of (a) self, (b) institutional racism, and (c) White privilege. Understanding the student's position on a REID developmental trajectory enabled that participant and others to set reasonable expectations for the student's growth, and contextualize decisions about whether and how to enforce the standard of concern.

Considering the TIPPC's perspective. Some participants included students in their examinations about the role that culture or diversity variables might be playing in the

identified problem. For most of the participants who included students in this process, this involved informing identified TIPPCs of faculty concern and/or asking TIPPCs to identify how RE and/or other aspects of identity were involved in her/his difficulties. For example, one participant asked a student directly about the degree to which the student thought that issues of REG were involved:

...[be]cause I'm a woman of color I always have to be asking, 'Is this person being, you know, defensive and rude to me right now because I'm a woman, or because I'm a woman of color?' ...I definitely experienced extreme amounts of resistance, defensiveness in one male student in particular and when I asked him, you know, 'to what extent might this have something to do with being a woman, hearing this input or feedback from a woman' and after some struggle he said 'yeah' and then when I said 'to what extent might this have something to do with being a woman of color' and he didn't give me a definitive answer on that....I suspect it had a role though...my sense is that he denied it but there was some struggle in his nonverbals um, that gave me the indication that perhaps being a woman of color on top of being a woman it was really hard for him to hear feedback as an authority figure over him.

Some participants informed students of their concerns and then invited TIPPC feedback on the role of culture, whereas for other participants the process was initiated by TIPPCs who raised issues of diversity and/or discrimination when informed that they were struggling.

The person before that (TIPPC), things with the person—that person happened not to be White—yeah, that student felt pretty free to bring [RE] up as part of the issue, too. And the [international student], she felt pretty free to bring [diversity] up as well.

Several participants stressed the importance of hearing student concerns about the ecology as well as their responses to feedback from faculty, and worked to create space for students to express concerns about the program or about the identified problem.

Summary

Participants who attended to context examined the problem by considering possible contributions of multiple ecological factors, including the role of culture, distal and proximal aspects of the training ecology, and the TIPPC's cultural identity. Their examinations included the influences of factors such as supervisors who struggled with multicultural competence, faculty who held biases and assumptions, and conflicts in TIPPCs' direct interactions with peers and trainers. Some participants examined program processes (e.g., comprehensive exams) for hidden biases, whereas others examined factors that could impact students' long term emotional well being and the subsequent impact on their skill development or interpersonal interactions, such as a lack of feelings of safety or comfort in the university or program environment.

Consistent with their descriptions of other processes, participants considered these different areas along a continuum from “colorblindness” to context-attentiveness. Some examined aspects of the ecology (e.g., cultural identity) in isolation, whereas others

described complex interactions of multiple aspects of the ecology on the identified TIPPC's struggle.

Reaching a Decision

Participants who examined the problem integrated their findings into processes for reaching a decision about how to proceed with their work as trainers (e.g., placing a TIPPC on remediation, changing part of the system, intervening with a supervisor). Processes through which they reached decisions included (a) sustaining an integration of culture and standards, (b) weighing their responsibilities as trainers, (c) considering client safety, (d) assuming universality and determining no evidence of culture, or (e) not examining standards. As they worked to reach decisions, participants factored these processes into "either/or" (culture or standards) or "both/and" (culture and standards) frameworks.

"Both/And" and "Either/Or" Frameworks

Most participants examined the interplay between cultural and professional expectations and the impact of cultural differences on competencies such as interpersonal interactions and demonstrations of professional skills. Some described an *either/or* decision-making framework as part of their examinations, in which they reached a decision about whether intersections of diversity with TIPPC involved either diversity or problems of professional competence. Others described a *both/and* framework as they considered an integration of diversity with professional competence. Some participants described clear examples of a *both/and* approach that included attention to intersections of diversity with professional competencies by providing specific examples of how they

would intervene with students struggling to maintain a balance of cultural identity when facing a challenging overlap with professional competencies. One participant speculated:

I would guess we talk about [cultural and professional expectations] as closely intertwined and try to figure out how we can tweak their professional behavior and professional expectations in such a way that the students can be effective.

Participants frequently described decision-making processes that moved from a *both/and* to an *either/or* framework. One participant demonstrated such movement as he considered the impact of acculturation and cultural differences on an international student's struggles in clinical work. Although he began by describing the intertwined nature of professional and cultural expectations and examined of the role of culture, this participant ultimately decided that problems of social awkwardness and interpersonal discomfort were more salient than cultural issues in terms of the faculty's concerns about the student's performance.

[this TIPPC was] an international student, speaks English very well by my estimation, but is struggling in connecting with clients. Now, he's more socially awkward than he is struggling with more of the cultural aspects of communication, you know, it's more of his discomfort around you know, highly verbal people and attractive people, in my estimation than his—the cultural issues that come to bear...but we're considering, of course...our first thought was ok, what cultural issues are here that might need to be discussed on the part of the site and on the part of the student? We're discussing those, but it's coming down to some more basic interpersonal exchange complexities, you know?...So it's

certainly the cultural issues are there on the table for examination in this case, but this particular situation seems—you know the bigger issue does seem to be you know his social awkwardness. *I'm wondering how you go about differentiating between the cultural and professional expectations?...* I don't know if we differentiate between the two, more so than see how they're intertwined, you know, and then just unravel them as best we can.

Another participant provided an example of moving between *either/or* and *both/and* in his description of a student who was struggling with clinical work. This participant stated that although the student saw her problem as a RE issue, the faculty saw personality, not RE, as related to her problem (*either/or*). Midway through his discussion of the example, this participant acknowledged the RE component of the student's problem (*both/and*), and then returned to his assertion that the larger problem was not being present with client problems (*either/or*). In his discussion, he did not discuss the potential impact of RE or cross-cultural interactions with clients or supervisors on the problem:

You talked about the student of color having problems with clinical skills. To what extent do you think that...either her gender or her race/ethnicity or other aspects of her factored into the problems that you all were observing? Uh, none (laughs). I mean, I think it was more a personality characteristic...I think race/ethnicity had little or nothing to do with it. And the problems were based on the interaction within supervision, or on skill acquisition? Skill acquisition...it became very clear and uh, she just could not develop the ability to do assessments, and the clinical component with doing counseling/therapy—well, I guess I take back what I said.

Because one of the agenda themes that she had...was that race/ethnicity became a topic of discussion with almost every client, whether...I guess there was some influence on that. But really it was much more on not being present with the clients' problem.

Although most participants advocated always considering context (*both/and*), in their interviews they varied in terms of the extent to which they did so. Some articulated a complex interplay of multiple diversity and related variables (e.g., power) when describing a specific situation or TIPPC's identity, but as their analysis continued they changed to a focus on one variable without retaining the same degree of complexity. For example, one participant discussed the role of power and hierarchy in a situation involving allegations of racism from multiple students of color. Although her description of the situation involved attention to racial dynamics, educational hierarchy, and power, she did not address the complexity of interactions among those variables in her analysis of student behavior. Another participant discussed how faculty interactions with students from diverse backgrounds could become more complex due to intersections of multiple aspects of identity and status, but then shifted the conversation to focus exclusively on power. In his analysis, this participant did not acknowledge that some faculty-student interactions include an inversion of power in certain configurations and/or situations (e.g., a Euro-American TIPPC and a faculty member of color).

It's always hard to intervene with students and it's particularly hard to intervene with students from diverse, different backgrounds, because the power becomes more salient. (I think there is) a reluctance to intervene because [you] might

inadvertently or on purpose I suppose, abuse your power in that sense...*How would that differ say if the faculty is a person of color dealing with a Euro-American student, or a female faculty with a male student?*...I don't think it is necessarily any different...I don't think it's any different in process, I think it might be different in content...it's not any different in process in that I don't think it has any different effects, but I think it occurs differently...so myself as a Caucasian faculty...it's my responsibility to bring up these types of issues and discuss [them] with my students and be aware of them and monitor them, because I'm the person with the power in the relationship and I'm very aware of that, and so I take responsibility for that and I move forward with that and a faculty of color working with a Caucasian student, that's not any different...How they do that will differ, but you know, the fact that they need to do it—I don't believe that changes.

Although this participant began his analysis by describing a complex portrait of multiple, contextually interacting variables (portions of this quote are discussed earlier on p. 108), he eventually reduced his analysis to what he described as the most salient variable, discontinuing his attention to the interplay.

Sustaining Integration of Culture and Standards

Some participants continued attending to context when reaching a decision by working to identify aspects of culture in standards of competence, and determine whether and how they could sustain an integration of both. Several participants identified core aspects of a competency that they felt were non-negotiable, and focused clearly on those aspects as they considered how to conceptualize cultural differences in student struggles

with that competency. One participant described an internal dialogue in which she (a) maintained a holistic conceptualization of her students, (b) identified cultural assumptions embedded in a specific standard, and (c) considered what trainees needed to be proficient in an area of competence. She described her strategy as evaluating the essential skills in psychological assessment that students needed to learn.

I want students to get to the point where they are proficient...[if they have] the basic concepts, and are proficient with administering, interpreting, and writing reports, then I'm ok with that. Now, for my international students...their reports and performance may not be at the same level of proficiency (as students born in the U.S.), but I think as long as they are competent and you know, do no harm, can grade their things correctly, then I tend to be ok with it...I kind of struggle with that, because I wonder, am I saying I'm going to have a lower standard for these students? And that's not what I'm trying to do, but I do understand that sometimes the students won't perform as well, and not because they're not as skilled, or not as smart but it's just because of...differences with language, and writing ability...there are different standards that I have, and so I mean, I struggle with that every semester, how do you help these students...who aren't performing as well...just where do you draw the line with what's considered proficient and professional but still taking into consideration...the extra barriers that these students have.

This participant identified essential, non-negotiable components of the competency of interest, including client welfare, test administration and interpretation. She assessed the

degree to which cultural differences (e.g., English as a second language) affected students' ability to achieve the central and essential aspects of the competency in terms of demonstrations of proficiency and competence (e.g., written performance). As she considered the context of students' language barriers, she was able to identify other aspects of the competency that she felt were more flexible, including the extent to which a trainee was proficient in language and report writing.

Other participants conceptualized trainee struggles in terms of cultural identity and cultural identity development, as they considered how to integrate culture and professional standards. Acknowledging variance in professional behavior based on these variables provided a framework for some participants to make similar decisions about when to be flexible and how to consider providing feedback to TIPPCs along dimensions of culture, cultural, and/or professional competence.

Weighing Responsibility as Trainer

Regardless of their position along the continuum from "colorblind" to context-attentive approaches, most participants described points at which they did not or were no longer able to continue considering both context and the standards of the profession. As they examined the standards to find flexibility and or cultural bias, most considered their responsibilities as trainers to help make decisions about whether to continue integrating culture with standards, or whether culture was no longer a salient or relevant (or the most salient or relevant) factor in the TIPPC situation. As they considered their responsibilities as trainers, some participants relied on the standards and codes of the profession (i.e.,

APA ethics code, Multicultural Guidelines, national standards of practice, APA publications manual) to guide their decisions.

...frankly, the APA ethics code helped me make that distinction...it's pretty clear in there what types of behaviors you're not allowed to engage in...up until that point [the student's behavior] had been...culturally understandable, but when certain types of boundary violations occurred, ok, that was enough, we're done, it's pretty clear in [the ethics code] the types of—dual relationships...when they can and can't be exploited, when it can and can't be allowed, and it went beyond culture at that point, and it's like...on this particular aspect of the ethics code, we're done.

This participant described how his process of sustaining an integration of culture and standards shifted to an *either/or* position as a result of violations of the ethics code, and, presumably, his responsibilities as a gatekeeper of the profession and/or a protector of client safety. Another participant, when describing an example in which he felt forced to make a choice between attention to context and enforcing a standard universally, focused on his responsibility to help the student attain writing skills that were in accordance to status quo professional standards. As he focused on his responsibility, he adhered to the standards as they were (an *either/or* approach), without describing a possibility for integration. He similarly did not describe methods for challenging or changing the system (e.g., having conversations with students about how or when they might later change the standards, raising questions about the standards), seeing ultimately his responsibilities to the student and the profession as the same: Prepare the student to succeed according to

the existing expectations of the profession (a quote from this participant that demonstrates this point is found on p. 111).

Client Safety

As part of their responsibilities as trainers, another process that participants used to reach a decision involved considering client safety. Some participants referenced client safety as *sine qua non* to their dilemmas and examinations (e.g., considering the role of culture in professional standards), embedding their concern about this responsibility in questions such as, “how do you hold the standards of the field, allow for differences in patterns in growth across all those competency levels and allow for differences in the way students learn, and keep clients safe?” Others similarly included the importance of client safety in their criteria: “I think as long as [students] are competent and you know, do no harm... then I tend to be ok with it.” Participants also referenced client safety as the central theme of clinical competence as they considered the level or intensity of the TIPPC’s problem and drew a baseline for behavior expectations. Although considerations of client safety did not preclude considerations of the role of culture, for many participants, client safety was a clear, final, decision point.

...[the student] clearly was very afraid of African Americans and...our concern was the potential harm she could be doing by her lack of multicultural competence, even basic awareness and doing damage to clients, so we talked a lot about what her culture may bring but the bottom line was she had some problems of incompetence and we could not let her be in a clinical setting.

Assuming Universality

In their processes for reaching a decision, some participants described situations in which students from both majority and minority backgrounds struggled with a problem or aspect of the program. When discussing these instances, some participants simplified their analysis from considerations of multiple contextual variables (a *both/and* approach) to a singular focus on standards (an *either/or* approach), citing their observation that a phenomenon or problem affected all students. For some, this observation was accompanied by an assumption that a phenomenon was universal, and thus issues of diversity or context were not involved or relevant. Others stopped discussing context (e.g., how underlying dynamics of diversity might contribute to overrepresentation of a problem in some groups of students). One participant stated that his/her program faculty noticed that they had placed what seemed to them to be a disproportionately high number of RE minority students on remediation. This participant described relief among the faculty when they placed a EA student on remediation, as this action appeared to be evidence that bias was not guiding their actions: “When the next student came along and... happened to be White, we were ecstatic, and we talked about, ‘thank God,’ you know?”

Another participant and her colleagues considered a RE minority student’s allegations that faculty bias was present in a mandated remediation. The faculty in this program examined their treatment of other “multicultural” students who were not on remediation for evidence that they might be similarly ignoring culture. Not seeing evidence of this, this participant and her colleagues concluded that they were not ignoring

culture. Examining quotes from one participant's descriptions of two different events exemplifies this phenomenon. In her first example, she described an explicit, contextually rich examination of how she saw culture interacting with professional standards around plagiarism. She finished her discussion of this event by emphasizing the importance of attending to context. Immediately following this description, she provided an example of a problem that happened to all students. In this example, she considered the role of diversity but then simplified her analysis by referencing assumptions of universality. Her first example:

...I could say to a class, 'There's no plagiarizing in this class, and if you plagiarize, x, y and z is going to happen to you...and here's the university's definition of what plagiarizing means,' ok, and...what I have learned over time is that if I don't do some additional pieces of mentoring and feedback, that some students will know what that means because of the educational experiences and mentoring they've had, and some students will be foggier about what that means, and the student who's foggier may trip over that line and not mean to....I have seen a couple of students who fall into that diversity category that have crossed the line inadvertently...it's important to [consider the] contextual background of their educational experiences, etc., and I would much rather turn it into a learning opportunity where they can redo something, rather than seeing it as...an intentional, major faux pas.... [which would be the] imposition of a rule without looking at the context of the situation.

In her second example, this participant appeared less certain about the role of context when describing a problem that affected students from all backgrounds, and eventually stopped her analysis:

...there's a category of remediation that's...the strongest or the most frequent in our department, which is a student not staying on track with progress, and I've seen that happen to all kinds of students. So that one's a really hard one to look at what role may diversity be playing there...I mean, it involves students who would be in a diversity category, but it also involves students who are not, so I don't know how to...look and tease that thread out for you...potentially, it's related to not—to insufficient mentoring for every one of those students, if you want to put the focus back on faculty and probably a joint responsibility...ok, I'm just going to leave it there, cause I can't figure that one out.

In her discussion of the second example, this participant had difficulty identifying how diversity might intersect with the identified problem. This phenomenon of feeling that it is overly difficult to understand how diversity might intersect with a problem that affects all students may provide an explanation for another participant's comments (discussed on p. 117-118) that some colleagues focus on the TIPPC's diversity when considering RE minority students, but take an individualized and deracialized approach if the TIPPC is from a majority background. Assuming universality may provide a third alternative: Losing attention to diversity when a problem affects all students.

Summary

In many of their processes for reaching decisions, participants used both integrative and dichotomous frameworks for conceptualizing their examinations of trainee difficulties and determining the role of diversity and professional standards in a given situation. Participants engaged in intentional and seemingly unintentional shifts from attending to individual and multiple contexts to focusing on one most salient variable, depending on the severity and clarity of the identified problem, and other issues such as client safety and their responsibilities as trainers.

Losing or discontinuing attention to context was not a static process. Some participants saw their process for addressing intersections of diversity with TIPPC grow and develop over time, intersecting with factors such as increasing their multicultural training and competence, having conversations about diversity, and gaining familiarity through experience with similar situations. These intersections enabled participants to modify or nuance their approaches, and increase the complexity with which they addressed such intersections. For example, several participants described learning from past experiences and treating new students with similar struggles (e.g., plagiarism) differently. Such changes were reflected in how participants worked with new TIPPCs and developed preventive measures (e.g., refocusing mentoring).

Learning

Through their processes of inquiry and decision-making, participants unearthed and reexamined understandings about themselves and their colleagues in terms of approaches, underlying beliefs, and assumptions about diversity and training. Some

described feelings such as surprise, disappointment, and frustration at seeing colleagues respond to situations with inaction, fear, avoidance, confusion, and anger. One participant stated that after repeatedly and unsuccessfully trying to change the system, he faced internal dilemmas about his responsibilities to incoming students, and frustration at his inability to change the system. That participant ultimately made a decision to seek a faculty position at another university. Although most participants did not talk about this directly, a few described how the learning and new awareness about their colleagues and themselves impacted their feelings towards their colleagues in the program as well as their perceptions of safety, trust, and hope for future conversations about diversity and TIPPC. Such learning likely impacted existing tensions within programs and among students and faculty about diversity, and may have influenced how participants individually and as a group responded to the intersection of diversity and TIPPC.

Other participants integrated their experiences at intersections of diversity with TIPPC into dialogues about diversity among the faculty, reflecting on instances in which they had not examined the role that diversity might be playing. One participant described the faculty's process of reflection as they considered what they might have missed in their first instance of working with a student on a particular issue:

...I think as we began to understand [a situation with an international student dismissed due to plagiarism] more, we have a different understanding of how students in that country may have learned English...like their concept of plagiarism might be different; it might not be that they totally understand it the same way. I think we didn't quite understand with this person...struggling with

writing and English, how the toll it took on this individual to always be last in [the] class...And just didn't understand how hard it was on the student...That, we didn't have an appreciation of what it might be like for some international... students, and how that might lead them to engage in behavior which we don't find acceptable. So I think for sure that entered into that situation...*Was that something that you all talked about as a faculty, or was that something that came up afterwards?* Actually came up more so afterwards. As we began to understand it better.

This participant described how reflection, examination of the event, and subsequent learning among her colleagues changed existing dialogues within the program. These dialogues provided a base for the faculty on which to rely when they had similar instances with TIPPCs in the future:

To what extent do you think the first instance influenced [other incidents]? Was it pretty direct or pretty indirect? Oh it was tremendously direct (laughs). We would say, 'well with So-and-so we didn't blah, blah, blah,' you know. I think all of the ways in which we have approached international students were influenced by the first situation.

Responding

Participants responded to the results of their examinations and decision making processes by: (a) making changes to the training ecology, (b) initiating dialogues with colleagues and students, (c) focusing mentoring to address contextual difficulties, (d) using existing discrepancies or evidence of discrimination in their environments as

teaching opportunities for social justice and advocacy work, and (e) modifying student remediation plans. Not all participants took action; some recognized problems without discussing actions or strategies to change or challenge the system.

Making Changes to the Training Ecology

After their investigations, some participants changed multiple aspects of their training ecologies, such as altering comprehensive exam formats and discontinuing certain practicum sites or supervisors. A number of participants offered alternative practicum sites based on students' perceptions of safety. These participants helped students pick diversity-sensitive sites and/or directly intervened with site supervisors when necessary. One participant talked about using students' evaluations in her program's decision-making process:

...What we have tried to do with [information that a supervisor is not multiculturally competent] is have supervisors rated by supervisees, so we get some feedback about that ...and trying to not use those supervisors...if we can help it in the future.

Other participants bolstered their ethics training to meet identified needs within the system, or addressed concerns raised by students from multiple backgrounds by examining aspects of the program that potentially contained bias. Other participants identified their blind spots in terms of culture and/or interactions among students and faculty, and heightened their personal and programmatic attention to that area.

Other participants described attention to program policies. Most participants stated that their policies on remediation had changed over time by becoming (a) more

concrete and formal and (b) available to students at or prior to the onset of training. Several were specific about the faculty changing their remediation policies to include aspects of diversity following an incident involving an intersection of diversity with TIPPC. Several participants referenced specific events involving religion and LGBTQ issues as stimulus for examination and change of policies. As several participants' programs considered instances with TIPPCs that involved intersections of religion with LGBTQ issues, they and their colleagues enhanced their policy and conveyed clear messages to students about the importance of the issue, informing incoming students about the program's commitment to social justice. The faculty in several programs used the model diversity statement from the Council of Counseling Psychology Training Programs (CCPTP) to form their policy and guide actions on responding to the issue of a student not wanting to work with LGBTQ clients. One participant successfully lobbied the university to broaden its range of responses on plagiarism policies to reflect sensitivity to students' lack of educational opportunities and experiences.

Initiating Dialogues

Several participants talked about engaging and challenging each other in active dialogues about diversity. Some faculty members initiated dialogues, whereas other dialogues were in response to feedback from APA accreditation site visitors. Some of these dialogues involved focused, facilitated discussions, whereas others included reading and discussing books as a faculty. Some of these conversations were facilitated by the faculty, whereas others included an outside facilitator; all were aimed at helping faculty become more knowledgeable about diversity issues, uncover their blind spots, and/or

develop greater awareness of themselves as cultural beings. Although all participants who described initiating dialogues considered them as productive responses to their examinations, the dialogues were not unequivocally positive experiences; several participants described feelings of disappointment and regret at how their colleagues chose to engage, including levels of disclosure and general participation. Several participants emphasized the importance of these dialogues, stating that it was necessary for faculty to understand the impact of bias, discrimination, and cross-cultural interactions in their work supporting and training students.

We've done a lot of soul searching on this front. We've met basically for 3 years, examining our values, issues, concepts related to race and ethnicity here, and how we support them and how we're still blind...and so some of the faculty... sometimes will go, 'I'm just tired of this. Can, can I just teach, and can I just, just do my research, and just not have to, to deal with this anymore?' And the answer's no, of course we can't.

Focusing Mentorship to Address Contextual Difficulties

Some participants used their deepened awareness of the role that culture might play in a trainee's struggles to change their mentoring strategies with students. Several targeted mentoring efforts towards content areas in which they typically saw students from diverse backgrounds struggle, such as understanding academic expectations.

...I could say to a class, "There's no plagiarizing in this class, and if you plagiarize, x, y and z is going to happen to you according to the university, and here's the university's definition of what plagiarizing means," ok...what I have

learned over time is that if I don't do some additional pieces of mentoring and feedback, that some students will know what that means because of the educational experiences and mentoring they've had, and some students will be foggier about what that means, and the student who's foggier may trip over that line and not mean to.

Some discussed the importance of mentorship as it related to efforts to recruit and retain diverse faculty, emphasizing the importance of matching students and faculty on issues of RE or gender diversity. These participants cited lived experience and depth of understanding (e.g., impact of daily, systemic oppression) as necessary to successful mentoring, which could include transmitting survival strategies to students during training (e.g., how to handle microaggressions in clinical work). One participant described an example from her life that included gender issues, lived experience, and mentorship.

I'm going to give you an example...that's personal and way oversimplified. Two of my mentors in my academic career...one is a male and one is a female. And have been very important mentors to me. But it was the female who could really understand the role conflicts around being a professional and being a wife and a mother...and even though the male could try to understand that, that's not what he had lived. And I think that same thing applies to race/ethnicity definitely.

Similarly, some participants mentored students who were in challenging supervisory relationships, providing students with specific strategies to survive and work within the system, and framing those opportunities to students as essential aspects of

professional development. Some participants described the need for students to learn nuanced approaches to raising multicultural concerns with trainers, peers, and other professionals, and identified the skill as an informal competency.

[One LGBTQ student] is struggling with being a professional in an interdisciplinary setting working with...professionals who are allowing kids to say things like ‘you faggot’ you know, stuff like that, and really struggling with the environment that her colleagues are creating and yet having to work with them and struggle how to work with them. This is a professional development competency that she’s openly working on. *It sounds more like with this...student that you’re talking about now, it’s much more about how to—how to strategize and how to...Yeah. How to help her develop her competence...of being a professional, working in an interdisciplinary consultation, respecting other people’s opinions, being able to assert yourself, and how she does that respectfully. I mean, it’s not ok to let the kids in a group call each other “faggot.” That’s just not ok...how do you, how do you struggle with it, how do you deal with it, you know, those sorts of things, I think she’s developing those competencies and very open to doing it.*

These trainers also worked to normalize difficulties for students involved in social justice work, and transmitted messages about the importance of picking one’s battles, choosing allies, and preparing for lifelong efforts battling the system.

For some participants, focused mentorship also included explicit conversations with students about the role of culture in professional standards. Several participants held

informed consent discussions with students about points at which the standards of professional behavior were flexible, and helped students find a balance between professional and cultural expectations. In this process, several participants acknowledged that focusing on professional behavior could be seen as encouraging assimilation or asking a student to change her/his cultural makeup. One participant talked about how he acknowledged this possibility and communicated his thoughts about this issue to students.

I would guess we talk about [cultural and professional expectations] as closely intertwined and try to figure out how we can tweak their professional behavior and professional expectations in such a way that the students can be effective.

Using Limitations of Ecology to Educate Students about Social Justice

Similarly, a few participants used examples of discrimination, racism, and sexism in their university environment to teach students about social justice, presenting students with local instances of racism or race and gender inequality as opportunities for social justice activism.

We use some of our larger university's deficits as learning tools...[saying] 'here's the things that are not supported around here. Here are the ways in which psychologists can be empowered to make change.' So we use some of our larger university's deficits as learning tools (laughs).

Modifying Remediation

Some participants talked about taking more time when diversity was potentially an issue in a TIPPC situation, and having a slower process when placing a TIPPC on

remediation due to their attention to social address factors in their conceptualization of the situation. Other participants similarly extended remediation, taking time to ensure a focus on the student's culture.

...we kept saying, 'well let's just try it you know for this much longer and if, if maybe this will emerge,' and, and ultimately it didn't and ultimately we had to decide that it was about a person's inability rather than anything else.

As they considered modifying remediation, participants raised different questions, including whether a problem was developmental, a skill deficit arising from environmental or contextual challenges, a deeply rooted, intractable issue, or a combination thereof. A number of participants considered that some types of problem (e.g., clinical, resistance in supervision, interpersonal, lack of progress in a program) that trainees were having were easier to conceptualize in terms of diversity. Several participants stated that a contextual analysis enabled them to see the students' struggles as developmental, and/or not necessarily intentional. One used such insight to frame some problems as opportunities for teaching and learning. Others used the findings from their examinations to provide flexible options for working with the student, such as flexibility in their timeline for progress. Others incorporated aspects of diversity into trainee remediation, working from the student's context to develop a strategy for successful remediation.

I try to be respectful in terms of knowing, you know what are the student values, what are the norms, what's important for that student, and then try to work from within that student's context to help them come up with um a strategy to succeed.

So you know, be it modifying their course schedule, be it trying to hook them up with our Asian student union on campus so that they can meet other people...

Another participant described a similar outcome:

...looking at the context in which the [student] is emerging and living allowed us...[to allow] her to keep progressing through the program even though she really wasn't meeting the level of competency you would expect as a student that far along.

Chapter Summary

Participants described a range of program variables that affected faculty conversations about how to conceptualize and take action at intersections of diversity with TIPPC. Although most participants demonstrated commitments to diversity through efforts to recruit diverse faculty and students, some anticipated that critical mass could lead to conflict or tension with the program, whereas others seemed surprised by such outcomes. Differences in understanding how diversity could impact program dynamics were mirrored in ongoing conversations about diversity within programs. In some instances, such conversations led to conflict and tensions, whereas in others such conversations helped participants gain clarity about whether and how to address context in their examinations. Within programs, old wounds and existing tensions about diversity imbued intersections of diversity with TIPPC with additional contextual meaning. New instances exacerbated old wounds and impacted overall existing tensions around diversity issues among faculty. A prominent example of such tensions included disagreement among faculty about the MC competence of their program, and perceived challenges to

faculty's multicultural competence or commitment. The quality and depth of conversations about diversity impacted how tensions were managed and whether they overlapped into a TIPPC case.

When describing their approaches to intersections of diversity with TIPPC, participants advocated approaches ranging from "colorblind" (i.e., not paying attention to contextual variables) to context-attentive. Participants who advocated context-attentive approaches varied in the amount of attention paid to context; some articulated complex conceptualizations of multiple diversity variables when describing a specific situation, but shifted their focus to one variable as their analysis continued. Although some participants described intentional decisions about shifting from complex contextual conceptualizations to focusing on one variable, others did not describe such intentions and may have done so unintentionally.

In their examinations of diversity with TIPPC, participants described dilemmas, examined problems, reached decisions, learned about themselves, their colleagues and their programs, and responded to their examinations and decisions. Participants examined problems by considering possible contributions of multiple ecological factors, including the role of culture, distal (e.g., interactions among trainers) and proximal (e.g., interactions among trainees) aspects of the training ecology, and TIPPCs' cultural identities. Their examinations included investigations into supervisors and faculty colleagues who struggled with MC competence, biases and assumptions, and conflicts in TIPPCs' interactions with peers and trainers. Participants also examined program processes (e.g., comprehensive exams) for possible culturally based biases, as well as

environmental factors such as racism, sexism, or homophobia that could impact students' long-term emotional well-being, skill development, and/or interpersonal interactions.

Throughout their examinations and processes for reaching decisions and taking action, participants operated along a continuum from “colorblindness” to context-attentiveness. Some examined aspects of the ecology (e.g., cultural identity) in isolation, whereas others described complex interactions among multiple aspects of the ecology (e.g., cultural identity intersecting with peer interactions) on a TIPPC's struggle. Participants used integrative and dichotomous frameworks to conceptualize and guide their examinations, decisions, and actions about trainee difficulties. Participants engaged in intentional and seemingly unintentional shifts from attending to context to focusing on one variable, depending on the severity and clarity of the identified problem, and other factors including client safety and training responsibilities.

Participants responded to the results of their examinations and decision-making processes in a number of ways, including changing aspects of the system and their interactions and work with students and colleagues. Some participants engaged in activities that may have helped them to redefine aspects of their roles as trainers (e.g., modifying the content of their mentorship with students) and change agents. As with the learning that many participants described, their responses to their examinations may have intersected with existing tension in the program around diversity, or generated new tensions that could affect future conversations about the intersection of diversity with TIPPC.

CHAPTER V

DISCUSSION

In this study, my research team and I examined processes with which TDs and faculty members conceptualized and addressed intersections of diversity with TIPPC. Participants engaged in processes of describing dilemmas, examining identified problems, and reaching decisions as they worked at these intersections. These processes occurred within contexts of espoused ideologies (“colorblind” to context-attentive) about how to approach such intersections, and program variables (e.g, critical mass, philosophical commitments to establishing and maintaining diversity conversations). Participants described existing tensions around diversity issues that led to reluctance, willingness, and/or eagerness to include diversity when discussing competence standards with their colleagues, and noted that intersections of diversity with TIPPC often generated new tensions among their colleagues, leading to (a) flares in existing tensions, (b) new discoveries, frustrations, and disappointments with colleagues, and (c) disagreements about how to approach a situation.

As they engaged in these processes, participants learned about themselves and their colleagues, students, and programs. Based on their decisions and what they had learned in their processes, many participants responded with actions that impacted trainee remediation and generated changes in relationships and interactions across their training ecologies.

Strengths of the Study

Several methodological facts provide confidence in the results. As noted, only one previous study (Miller et al., in press) exists that examined Training Directors' (TDs') conceptualizations of intersections of diversity with TIPPC. A serious limitation of the previous study was that data were gathered through interviews on the broader topic of trainee remediation with only one question at the end of the interview dedicated to intersections of RE and gender with TIPPC. In contrast, the hour-long interviews for the current study focused extensively on intersections of diversity with TIPPC, used a broader definition of diversity (i.e., including categories in addition to RE and/or gender), and included questions specifically targeting participants' conceptualization and decision-making processes. The explicit focus of this study likely recruited participants who had thought in depth about such intersections, whereas the previous study may have included participants who had thought a lot about remediation generally, but perhaps not specifically about intersections of diversity with TIPPC. These differences provided participants for this study opportunities to explore and express in greater depth and with greater complexity their ideologies, actions, interactions, and personal and program contexts and experiences.

A second limitation of the previous study was the limited (2 of 12) racial/ethnic diversity among its participants. The current study included greater racial/ethnic diversity among participants, and reflects the racial/ethnic diversity of the population of faculty in counseling psychology at the time of data collection, including four TDs of color and three faculty of color, for a total of 7 (32%) of 22 participants. In addition, whereas the

previous study focused on TDs' perspectives, the current study included perspectives of both TDs and faculty members, thus broadening the range of perspectives and positions within the training milieu. These factors may provide greater breadth of experiences and perspectives among trainers than were found in the previous study.

Finally, participants for this study had a broad range of experiences in terms of the number of TIPPCs with whom each had worked. One participant had had one TIPPC in his eight years as a trainer, whereas another estimated that roughly 10 percent of his students had been on remediation over his more than 20-year career. This range of experience represents program and personal variation (e.g., different program approaches to identifying students, handling remediation, selecting students, definitions of TIPPC, change over time), which may increase the degree to which the results capture the range of trainers' experiences across the discipline.

Different Results Between the Current and Previous Studies

Several differences exist between the results of these studies. In the previous study, Miller et al. (in press) found that participants focused exclusively on RE minority students when describing intersections of race and TIPPC, whereas in the current study some participants included EA students in their definitions and discussions. Several participants focused on both EA and RE minority students who struggled to achieve multicultural competence in the classroom and interpersonal interactions, and thus appeared to be using broader definitions of intersections of diversity with TIPPC than participants from the previous study. This difference reflects a difference not only in *who* is identified at such intersections, but also *where* potential problems might be located.

Searching for links between a TIPPC's social address and an identified problem may reflect an assumption that intersections of diversity with problematic behavior are rooted in diversity variables. In contrast, identifying multicultural skill as a competence problem may stem from assumptions that intersections of diversity with TIPPC included problems developing multicultural competence, and were not limited to RE minority students or students from other marginalized groups. Definitions of those intersections to include possible struggles developing multicultural competence are substantiated by empirical evidence that some students from EA backgrounds struggle with understanding racism and developing overall multicultural competence (e.g., Ancis & Szymanski, 2001; Ottavi et al., 1994; Spanierman et al., in press; Utsey & Gernat, 2002; Utsey et al., 2005).

Other differences exist between the two studies. In the current study, several participants referenced conceptual frameworks when talking about RE, and used these when working with students. These participants also referenced empirical and conceptual literature on RE in their interviews, and in their conversations with colleagues and students. In contrast, participants in the previous study did not use conceptual frameworks or reference professional literature when discussing RE.

Other notable findings in the current study included (a) differences in the consistency of espoused ideologies, and (b) variability in applying context-attentive approaches. These are discussed in greater detail below.

Consistency of Espoused Ideologies

All participants espoused an ideology for their approach to intersections of diversity with TIPPC. A few participants described or labeled their approach as

“colorblind,” whereas most described *context-attentive* ideologies. Participants who espoused a “colorblind” approach demonstrated consistency between their ideology and their approach by (a) describing dilemmas about intersections of culture with enforcing professional standards, and then transitioning to enforcing standards without articulating connections between their dilemmas and actions, or (b) not describing such dilemmas. Participants who espoused a context-attentive approach demonstrated greater variability, sometimes losing or discontinuing attention to context during their analyses. This finding, that participants who advocated a “colorblind” approach demonstrated greater consistency between their espoused and enacted ideology than participants who advocated *context-attentive*, mirrors findings of the previous study (Miller et al., in press). In that study, we found that TDs who stated that it was not important to consider RE and gender (REG) when conceptualizing TIPPC were consistent in their approaches and did not reference REG in 7 of 8 described cases. In contrast, TDs who stated that REG issues are critical were less consistent, and did not integrate either RE or gender into their descriptions in more than 50% of their case discussions.

Variability in Applying Context-Attentive Approaches

Many participants lost or discontinued attention to context at various stages in their descriptions of processes for examining intersections of diversity with TIPPC. All participants who espoused a *context-attentive* ideology described dilemmas related to attending to context (e.g., wondering how to integrate culture and professional standards, wanting to avoid enforcing culturally circumscribed professional standards). Although most participants continued to attend to context directly after describing a dilemma (i.e.,

while examining the problem), a few lost attention to context during this stage of the process, and moved to enforcing standards without further discussion of context.

Reaching a decision was the process in which participants most frequently lost or discontinued attention to context. As they reached decisions about how to conceptualize and act on intersections of diversity with TIPPC, participants described *either/or* outcomes, in which they separated context from a standard or competency, or *both/and* outcomes, in which they assessed that both culture and professional standards were relevant to a trainee's difficulties. In our analysis, we did not consider participants who reached *both/and* outcomes as losing attention to context, because their final conclusions included an articulation of how they integrated and/or considered context with standards. Reaching an *either/or* decision did not automatically indicate that a participant had lost attention to context. In some instances participants described processes in which they intentionally discontinued their attention. Both phenomena are examined below.

Losing and/or Discontinuing Attention to Context

Several affective and cognitive reasons might underlie discrepancies between espoused and enacted ideologies. First, several researchers have captured similar discrepancies in their studies of aversive (Dovidio & Gaertner, 2005; Dovidio, Gaertner, Kawakami, & Hodson, 2002; Hodson, Dovidio, & Gaertner, 2002) and "colorblind" (Bonilla-Silva, 2002) racism. These authors found differences between participants' espoused ideologies (liberal, non-discriminatory) and their actions and language, and concluded that differences can and do exist between individuals' conscious and unconscious beliefs and actions.

Second, researchers (e.g., Ancis & Szymanski, 2001; Kiselica, 1998; Lark & Paul, 1998; Spanierman et al., in press; Utsey & Gernat, 2002; Utsey et al., 2005) have found that EA counseling trainees often experience confusion, embarrassment and/or discomfort when engaging in conversations about RE or privilege. Such feelings may also exist among faculty, particularly among those with less multicultural training; in a study of internship supervisory dyads, Constantine (1997) noted that 30% of interns reported not having had a multicultural or cross-cultural course during training, compared with 70% of their supervisors. The convergence of (a) challenging affective responses, and (b) differences in the extent to which they were trained may have contributed to difficulty maintaining attention to diversity throughout their deliberations.

Considering responsibilities as trainers. One additional reason why participants may have lost or discontinued attention to context during this process is the reality that their positions as trainers require them to serve as gatekeepers of the profession. As such, their decision-making processes demanded that they reach decisions and take action. A number of researchers (e.g., Gaubatz & Vera, 2002, 2006; Lalotitis & Grayson, 1985) have found evidence that trainers often feel tension between these roles. Gaubatz and Vera (2002) additionally found that trainers struggle to act on their gatekeeping responsibilities when overwhelmed with work, and do not have sufficient administrative or systemic support. Existing tension between their gatekeeping and educating responsibilities may have been exacerbated by their commitments to multicultural competence; additionally, some participants may have felt less flexibility or support to continue extending observations prior to placing a trainee on remediation and/or

extending remediation prior to making a decision. As a result, some may have reached *either/or* decisions due to time or systemic pressures, despite desire to continue their examinations.

Participants' perceived options to take their time and be flexible in their decisions and actions depended on variables such as client safety, the severity of an identified problem, ethical violations, and/or their perceptions of themselves as trainers. Some problems and responsibilities (e.g., a trainee who is actively using sexist language in sessions with clients) may have necessitated reaching a decision quickly, whereas other types of problems (e.g., writing difficulty) may have been less immediate and allowed for more reflection and time. Such differences may have guided processes for reaching *either/or* as opposed to *both/and* decisions. Layers of complexity in their responsibilities (e.g., balancing trainee protection and support while attending to client safety) may have left trainers feeling torn between their responsibilities to (a) the trainee's current and future clients, (b) the trainee who was identified as struggling, (c) present and future trainees, and (d) the public and the profession, which may have impacted their ability to sustain attention to context while reaching their decisions.

Assuming universality. One process through which participants moved to an *either/or* decision included assuming universality. Such assumptions and conclusions of universality might stem from beliefs that diversity and discrimination are not relevant or salient in events experienced by students from all backgrounds. When assuming universality, participants did not examine the frequency with which a particular problem occurred with students from a different group (e.g., male students, RE minority students),

nor did they compare prevalence rates of TIPPCs from different groups on remediation with overall percentages of students from those groups in the program. As such, participants might have missed opportunities to examine differences in trends among faculty identification of students from different groups as TIPPCs.

Ironically, participants' willingness to assume universality may have been rooted in their beliefs about the multicultural competence of themselves, their program, and their colleagues. In the previous study (Miller et al., in press), we found that a TIPPC's allegations that a TD was not sensitive to cultural issues intersected with that TD's self-image as deeply committed to multicultural issues. Faculty responses of confusion, distress and/or anger could foreshorten an examination into the context of identified problems, and/or increase trainers' distress about such a possibility, inadvertently biasing their self-examination and leading faculty members to assume universality. One dangerous outcome of such processes could include erroneously or prematurely (or both) locating the problem in a TIPPC. In the previous study, we observed a similar phenomenon, and commented:

Training Directors who mentioned a fear of actual or perceived allegations of discrimination, felt personally attacked, or expressed discomfort because of fears of inappropriateness tended to assign responsibility for problems to trainees (p. 27).

Similarly, in their synopsis of the hazards of colorblind ideologies, Ryan and colleagues (Ryan et al., 2007) wrote:

...endorsement of a color-blind ideology may sometimes serve to justify a lack of

awareness or unwillingness to address issues of prejudice and discrimination... believing that differences between ethnic and racial groups can and should be ignored may enable Whites to believe that they are behaving fairly—treating everyone the same—so that action to alleviate inequalities is...unnecessary (p. 619).

Trainers may have assumed universality as a means to resolve internal doubts about whether biases existed in their actions or processes for identifying and evaluating students. Participants whose research and training is located in the multicultural arena, and who care deeply about multiculturalism, diversity, and social justice, may have had both (a) stronger commitments to conduct self-examinations, and (b) investment in discovering that diversity and/or bias was not a factor. Participants' discussions of surprise and confusion among their colleagues when diversity-related conflicts emerged in programs with deep commitments to diversity provide evidence of the power of such beliefs.

A third possibility is that trainers may hold biases, assumptions and attitudes that trainees from different backgrounds have different ability levels. For example, beliefs that RE minority students have limited ability to conduct research could lead trainers to very different approaches to conceptualizing and working with EA and RE minority students in identification and remediation, causing those trainers to miss (a) alternative reasons why the same problem is affecting students from multiple backgrounds, and (b) differences in how students from different backgrounds manage, approach, or resolve their struggles with a given problem. Such biases and assumptions could cause trainers to

racialize problems or be overly eager or hesitant to identify concerns when talking about RE minority students. These tendencies could have a host of negative consequences, including (a) perpetuating negative stereotypes about RE minority students and their abilities to achieve competence, and/or (b) generating and/or reinforcing tensions among faculty about diversity. Perceptions about their colleagues' preconceived notions about students from diverse backgrounds could create challenges and decisions among faculty about whether and how to confront their colleagues, create change, raise concerns, and protect students.

Struggling to attend to intersecting contexts. Other participants who did not assume universality decreased their attention to context through describing multiple intersections of diversity, followed by shifting attention to one area (e.g., power) that seemed most salient. Similarly, although most participants included multiple aspects of social address (e.g., RE, gender, age) in conceptual and personal definitions of diversity, when they described specific examples of intersections of diversity with TIPPC, most participants focused on one or two aspects. This result parallels findings from the previous study (Miller et al., in press), in which participants focused on either RE or gender, but did not integrate both in their case discussions. In that study, only one out of more than 40 case descriptions included an integrated discussion involving multiple aspects of a TIPPC's identity.

One possible explanation for losing attention to multiple, intersecting contextual elements may be that the complexity involved in such intersections may have outpaced available conceptual frameworks for understanding such phenomena. Maintaining a

context-attentive approach at various intersections of diversity with TIPPC might necessitate negotiating among combinations of the following: (a) understanding culture as it exists in professional standards, (b) intersections among multiple aspects (e.g., RE and sexual orientation) of a trainee's identity, (c) interactions among majority and minority aspects of identity (e.g., an international trainee with strong traditionally religious beliefs struggling to work with a gay client), or (d) interactions among trainer/gatekeeper roles for faculty (e.g., a majority faculty member supervising a minority trainee who is struggling to respond to microaggressions from a client). Shifting to one or several aspects of context may have been preferable to becoming overwhelmed by multiple intersecting contexts and subsequently abdicating attention to context altogether. I wonder whether such an approach may have been necessary for trainers to continue their explorations.

Alternatively, some participants may have felt more comfortable addressing some areas of diversity than others, due to strengths and weaknesses in their conceptual knowledge, research or teaching, personal experiences, or combinations among these. Participants may have inadvertently steered conversations towards such areas, moving either towards or away from other areas about which they felt less comfortable or knowledgeable (Sue et al., 1999). In the previous study (Miller et al., in press), we found that TDs discussed gender and RE differently, demonstrating (a) more definitional clarity and conceptual sophistication for gender than RE, and (b) strong emotions (i.e., confusion, fear of being perceived as biased, or discomfort around acting inappropriately) associated with RE but not gender.

The lack of attention to intersecting contexts could have negative consequences for trainees. Conceptual and empirical researchers (e.g., APA, in press; Comas-Diaz, 1994; Lazur & Majors, 1995; O'Neil, 2008; Sue & Sue, 2003) have asserted that intersecting aspects of identity generate unique expressions, experiences, and challenges that may not be as responsive to methods shown to be useful with other populations. As Helms and Richardson (1997) pointed out, although race, ethnicity, and culture are different constructs, all have been treated with the same recommended counseling competencies, despite the fact that different groups from different racial, ethnic, and cultural backgrounds have different histories and needs. As such, focusing on one variable among many may obscure important overlaps and differences in a given intersection and influence the success of remediation.

Finally, as they continued analyses of multiple, intersecting contexts, some trainers may have found that some aspects were not relevant in a given situation. For example, considering a trainee who was responding to racial identity development content in a multicultural counseling course with behavior that was assessed as defensive, trainers could examine intersections among the region where the trainee was raised, sex/gender, RE, social class, and other aspects of identity, as well as program and peer dynamics around diversity. Upon examination, the trainers may have determined that the most salient variables were RE and region of origin, and might have discontinued actively examining other variables as they explored remediation options.

Summary

Although the processes for examining intersections of diversity with TIPPC varied along dimensions from “colorblindness” to context-attentive, their outcomes often seemed similar. Concepts of multifinality and equifinality from systems theory provide a useful framework with which to consider this phenomenon. Equifinality, in which different initial conditions lead to similar results or effects, captures the process by which different (in this case, ideological) approaches moved towards similar outcomes (e.g., using either a “colorblind” or a context-attentive approach to arrive at an *either/or* decision; Beauchaine, 2003; Cicchetti & Rogosch, 1996). Conversely, some participants who espoused context-attentive approaches lost, discontinued, or intentionally decided to stop considering context as they reached a decision about an intersection, whereas others maintained attention to context throughout. Multifinality, in which similar initial conditions resulting in different effects or outcomes, captures this process (Beauchaine; Cicchetti & Rogosch).

Transferability

The results of this study are not intended to generalize or transfer to all faculty members who are considering, conceptualizing and reaching decisions concerning intersections of diversity with TIPPC. These results capture a reality that no two programs approach these intersections in precisely the same way. The information provided throughout the document is intended to provide readers with data sufficient to make a decision about the extent to which the results may be applicable or relevant for themselves and their programs. My hope is that such data will be additionally useful for

faculty and trainers working in other settings (e.g., internship sites) and disciplines (e.g., clinical psychology).

Limitations of the Study

Several limitations warrant merit. First, although TDs and faculty described their program and colleagues' approaches to the intersection, their comments may not have been representative of the views of all of their colleagues. Second, the order in which we analyzed the transcripts determined our initial categories, which may have prematurely delimited the possibility for other categories to emerge during subsequent transcript analyses. Although we safeguarded against this by conducting theoretical coding and searching for discrepant case analyses, readers should consider this possibility. Third, the interview questions themselves may have delimited the scope of participants' discussions. To address this possibility, I used a semi-structured interview that included a mix of focused and broad open-ended questions, to moderate the extent to which I inadvertently provided answers or directions for participants. In addition, in accordance with grounded theory methods, I modified the interview protocol to attend to themes that emerged during data collection (Appendices A and B); the fact that themes emerged sufficiently to necessitate altering the interview protocol suggests that participants were not bound by my questions. Other limitations, including (a) the use of phone interviews for data collection, (b) researcher social address, (c) participant disclosure and self-report, and (d) selection bias exist and are discussed below in greater detail.

Phone Interviews

The use of phone interviews for data collection was both a strength and limitation of the research design. First, collecting data through phone interviews limited my ability to observe or comment on participants' nonverbal language as additional sources of data, a limitation noted by Creswell (2007). However, the lack of ability to see participants' body language enabled me to attend explicitly to changes in vocal tone, verbal underlining, pauses, and other forms of nonverbal communication essential to successful interviewing (Patton, 2002). Second, the relative anonymity of being interviewed on the telephone may have impacted participants' feelings of comfort in ways that were different than face-to-face interviews. For example, not being interviewed face-to-face meant that participants who had not previously met me did not know my RE, which may have influenced their (a) comfort with disclosing, (b) associations vis-à-vis the interview questions, and (c) assumptions about how I might be responding to their statements. Despite these considerations, mode comparisons of data collected through phone and face-to-face interviews have yielded no appreciable differences in terms of the nature, depth, and duration of participants' responses (Fenig, Levav, Kohn, & Yelin, 1993; Sturges and Hanrahan, 2004).

Researcher Social Address

One limitation includes the impact that my and the other members of the research team's social address identities (e.g., racial/ethnic, cultural, gender, level of training) may have had on data collection and analysis. Differences and similarities between interviewer and participants likely impacted data collection in terms of participant and

interviewer comfort (Seidman, 2006) and participant's levels of trust, professional duty, and power differences in their approach to the interview (i.e., image management, extent of disclosure, decisions about level of participation). Although my social address influenced the data collection, to mediate the impact of my social address on data analysis, I expanded the analysis team to include members who were diverse in faculty/student status, RE, gender, age, social class, and era of training. Our personal histories, experiences with diversity in training and remediation, and work as instructors and faculty members enabled us to understand the data from a variety of perspectives. In addition, I served as a student representative to faculty meetings in my program for 18 months to increase my awareness of faculty concerns specific to counseling psychology.

Expanding the research team allowed us to transcend but not completely resolve the social address limitations noted above. Although the team included a broad range of social addresses greater than the sum of our individual identities and differences, we represented only a fraction of possible social addresses within the diversity of my program, university, and the discipline of counseling psychology. As such, another team might have seen, explored, and discovered other themes in interviews and from the transcripts.

Participant Disclosure and Self-Report

I assessed the impact of differences in our social address identities on participant comfort, disclosure, and self-report through a broad question at the end of the interview (Appendices A and B). In their answers, participants expressed varying degrees of concern about confidentiality and anonymity. For example, one participant asked that I

not share her transcript with Dr. Forrest (a member of the analysis team). As a new faculty member in counseling psychology, this participant was concerned that her responses might influence her future career path. Other participants informed me that knowing Dr. Forrest increased their comfort with participating and trust in how their transcripts would be handled.

Even when comfortable, participants did not necessarily disclose with unbridled abandon, as the sensitive nature of intersections of diversity with TIPPC may have played a role in our interviews. One participant informed Dr. Forrest in an informal conversation that she would have disclosed more if I had been a faculty member. Several participants communicated struggles to provide context without compromising student, program, or personal anonymity. Several participants obliquely mentioned concerns about litigation (Busseri et al., 2005; Gilfoyle, in press), which may have meant that they monitored their levels of disclosure due to awareness that all documents can be subpoenaed when legal cases occur. Additionally, some participants may have volunteered because they care deeply about training and remediation and/or multiculturalism and diversity, but found themselves surprised by, and struggling with the difficulty of, answering questions about intersections of the two subject areas.

Selection Bias

Another limitation concerns the sample: Whether potential differences exist between individuals who volunteered to participate and those who did not. Training Directors and faculty who chose to participate may have had more direct, intense, and/or personal experiences with remediation and/or dismissal at intersections of diversity with

TIPPC. As such, their level of thinking about these issues may be different from the larger population. Unfortunately, most TDs who did not participate did not respond to repeated requests for recruitment, nor provide reasons for not participating. In addition, although I asked TDs to recruit participants from their programs, I did not discuss their selection criteria. Accordingly, I do not know whether TDs sought or avoided faculty with views divergent from their own.

Social Constructionist Considerations

Several potential limitations stem from a social constructionist perspective. I conceptualized and designed this study from an ecological approach, developing and using a semi-structured interview protocol that addressed various areas of the training ecology (Appendices A and B). Whereas participants generated some data (without direct prompting from me as interviewer) that captured aspects of the training ecology (e.g., bias in site supervisors), my interview protocol may have guided them to explore other areas (e.g., impact of the university environment). However, the range of participants' responses to these questions, and the fact that the interview changed over time to reflect participants' questions, are evidence that the interview protocol did not entirely dictate the direction of the model.

Second, in the course of conducting this study, I realized that investigating these questions conveyed to some participants the idea that I was making automatic connections between individuals from diverse backgrounds and problems of professional competence. Some participants commented on how they understood my questions, and articulated the potential for problems they saw with combining these two areas. Other

participants did not comment on my questions; consequently I am unsure as to whether they were unconcerned about potential problems, or had additional concerns. Differences in the ways in which participants interpreted the questions likely stemmed from differences in their social constructions of both diversity and TIPPC; these differences may have led some to inadvertently pathologize students from minority backgrounds (e.g., “racializing” problems), which could have impacted the direction of the study and subsequent results. Several participants communicated concerns about this issue, and about how the findings might be conveyed and interpreted. One participant stated,

...remediation to me signifies significant deficiencies, and so the way in which we started the conversation had to do with multicultural stuff, and so to me then it's like, [the focus of your study is] dealing with racial and ethnic minorities with deficiencies.

Although some participants articulated these concerns, many others may have had them but remained silent. These concerns are of great significance and importance in terms of how the results of the study might be interpreted and applied, and I share them. In addition, I believe that not examining these intersections has harmful consequences for the profession. Not exploring intersections of diversity with TIPPC means that discriminatory and prejudicial assumptions that may be influencing trainers' conceptualizations and actions will remain unexamined. These unexamined assumptions and actions may have significant consequences for who is trained, how they are trained, and by extension, how we can become a more multiculturally competent profession.

Training Implications

The results from this study have direct implications for trainers by providing information about processes for working with intersections of TIPPC with diversity. In light of findings that trainers sometimes lost or discontinued their context-attentive approaches during their examinations, trainers could examine contextual factors that might threaten such consistency in their conversations and processes, including (a) existing program variables, (b) environmental threats to trainee well-being that could lead to a TIPPC situation, and (c) processes and interactions within the training ecology that increase the potential for over- or under-identifying TIPPCs. Trainers could also use these results as examples of how they can identify blind spots in their processes, challenge their systems, deepen their conversations, and/or support their trainees.

Existing Program Variables

Trainers could examine contextual variables that affect conversations about diversity and TIPPC, including the extent to which (a) critical mass impacts within-program conversations about diversity, and (b) tensions exist and/or are generated among faculty around diversity issues. A number of participants noted that existing tension among faculty around diversity issues impacted conversations about emerging situations involving intersections of diversity with TIPPC. In line with recommendations from an earlier paper (Miller et al., in press), I recommend that trainers attend to and address existing tensions around diversity prior to the emergence of new TIPPC situations to enable intentional approaches to such tensions. When working with an intersection of diversity with TIPPC, trainers could examine and discuss how such tension is present in

their deliberations. For example, knowing that new tensions sometimes developed when faculty members perceived challenges to their multicultural competence, trainers could recognize and attend to such tensions as they arise, and perhaps mediate the impact on faculty relationships.

Environmental Threats to Trainee Well Being

Trainers could also attend to potential threats within the training ecology that increase the likelihood of deterioration in trainee well being and lead to a TIPPC situation. For example, many participants described the impact of racism, sexism, homophobia, and difficult interpersonal interactions throughout the training ecology on students' (a) emotional health, (b) feelings of support and connection with the program, their peers, and the university, and (c) acquisition of necessary clinical skills. Such descriptions echo empirical findings of the serious mental, physical, and social health ramifications of prolonged exposure to racism in general (e.g., Carter, 2007), and the negative impact of racism and other macro- and micro-aggressions in supervisory relationships on psychology training (e.g., Ali et al., 2005; Fukuyama, 1994; Ladany et al., 1997; Walker et al., 2007). Considered individually and together, such findings provide further emphasis for trainers to attend to such threats in their training ecologies.

Processes, Interactions, and Assumptions Within the Training Ecology

Trainers should attend to the possibility that preexisting assumptions and biases among trainers pose a threat of over- or under-identifying a student as having problems. Such findings are consistent with conceptual arguments raised by Forrest and colleagues (1999) about the hazards posed to students and programs when trainers do not examine

their own biases, values, and assumptions. Those authors speculated that trainers might be overly willing or reluctant to identify certain behaviors or trainees as problematic due to cultural naiveté or a fear of appearing biased (e.g., racist, sexist). In addition, Forrest et al. and other authors suggested that a lack of such examination into their biases, values, and assumptions may cause trainers to miss (a) complexities involved in intersections of diversity with TIPPC, and (b) conscious or unconscious differences in their expectations of competence standards for different groups of students (Bradshaw, 1982; Busseri et al., 2005; Gizara & Forrest, 2004).

Identifying their definitions of intersections of diversity with TIPPC may provide a window through which trainers can identify possible assumptions. For example, trainers who define intersections of diversity with TIPPC primarily as difficulty achieving multicultural competence (i.e., including students from all or multiple demographic backgrounds) may hold different assumptions from trainers who define such intersections by linking students' demographics to competence problems. Trainers who focus on relating demographics to TIPPC may hold assumptions that intersections of diversity and TIPPC are defined as "diverse students struggling to meet existing standards," rather than assuming that diversity variables may be salient in any TIPPC situation. Understanding differences among their own and their colleagues' definitions of such intersections can give trainers greater awareness about possible sources of conflict, and provide opportunities to deepen conversations about possible multiple locations for TIPPC difficulties. Such conversations could lead to systemic change within programs, universities, communities and the profession.

Taking Action, Challenging the System, and Supporting Trainees

Examining factors in the training ecology that could contribute to TIPPC situations will allow trainers to deepen their contextualization of intersections of diversity with TIPPC, and provide information to avoid over- or under-identifying trainees as struggling to achieve competence. Attending to such factors will also allow trainers to decrease the potential for such factors to lead to a TIPPC situation. For example, trainers could provide support for trainees in areas in which trainees repeatedly struggle (e.g., adjusting to the requirements and expectations of graduate school), provide specific strategies for survival, and create opportunities for students to seek support from each other and debrief reactions to racist, sexist, or homophobic events in the university environment. Trainers could assess and solicit student feedback about the multicultural competence of practicum sites and supervisors, and make changes to their training environments (e.g., changing practicum sites) in response to their findings.

In addition, trainers could consider whether and how to apply the processes described in this paper for including attention to context when working at intersections of diversity with TIPPC (e.g., considering the impact of cultural identity development on a trainee's struggle, finding the essential aspects of a competency, expanding the competency so it is less embedded in dominant culture expectations). Trainers could consider (a) how they might integrate processes for attending to context into their own work, (b) how such processes might intersect with existing ideologies and tensions around diversity within the program, and (c) how they might apply processes for

attending to context to different trainee problems (e.g., clinical, writing, or interpersonal skills).

Research Implications

The results of this study described above lead to questions for future research. Continuing to examine the processes by which faculty members and TDs conceptualize, explore, and reach decisions about intersections of diversity with TIPPC will deepen our understanding of these phenomena. Future studies could examine the extent to which interactions among (a) specific TIPPC variables (e.g., RE, length of time in the program), (b) dimensions of identified problems (e.g., type, severity, frequency), and/or (c) trainer variables (e.g., role in training ecology, degree of multicultural training), impact negotiation about the type of approach to use and/or generate new tension among faculty.

More perspectives (e.g., internship trainers, peers, administrators) are needed on intersections of diversity with TIPPC. Researchers who have examined student perspectives on TIPPC have found that frequently students are aware of and feel impacted by peers' struggles, and are often dissatisfied with perceived faculty responses to TIPPC situations (Gaubatz & Vera, 2006; Mearns & Allen, 1991; Oliver et al., 2004; Rosenberg et al., 2005; Swann, 2003). Researchers have also found that students typically identify their peers as needing remediation at much higher rates than do their faculty (Gaubatz & Vera; Oliver et al.; Rosenberg et al.). Future research could extend the focus of the present study to examine student and faculty perspectives on how such intersections impact peers. Researchers could also investigate student and faculty perspectives on faculty responses to student-raised concerns about a peer (e.g., whether

faculty legitimize, validate and/or minimize students' concerns). Researchers could examine the extent to which such events heighten the complexity of student-faculty communication around diversity issues, and impact faculty-student relations generally.

Longitudinal studies could also extend existing knowledge about this phenomenon. Researchers could examine the impact of intersections of diversity with TIPPC on individuals and programs over time, including case studies and repeated follow up measures with faculty, students, and former (or continuing) TIPPCs to identify (a) changes in their understanding of a specific situation, and (b) how programs and faculty react to repeat or different occurrences of such intersections. Other studies could examine change over time in the (a) development and/or integration of program policies on diversity and remediation, (b) degree to which conversations about such intersections occur and change within and among programs, and (c) local and national impacts of such intersections. For example, researchers could examine the impact of national level change such as the recently developed Counseling Psychology Model Training Values Statement Addressing Diversity (CCPTP, 2006b) and/or the Benchmark Competencies (CCPTP, 2007) on conversations and actions at the program level.

Methods Recommendations. As noted above, although TDs and faculty described their program and colleagues' approaches to the intersection, their comments may not have been representative of the views of all of their colleagues. Sampling and selection biases might have additionally limited the findings, as faculty members who had (a) few experiences, (b) not spent significant time thinking about these issues, or (c) divergent views from their colleagues might not have volunteered or been identified by their TD to

participate in the study. Different research methods that include blends of self- and observer-reports (e.g., ethnography) might yield different findings or broaden the scope of the findings of this study. Similar to research examining the content of audiotaped supervision sessions (e.g., Granello et al., 1997; Nelson & Holloway, 1990) future research could include in-vivo observation of faculty meetings and/or TIPPCs' progress on remediation plans, coupled with participant self-reports on the process. Other methods recommendations include developing research and interview teams that represent additional areas of diversity (e.g., sexual orientation, religion, nation of origin).

Summary, Conclusions, and Political Implications

Conversations about intersections of diversity with TIPPC are conceptually complex, and can include feelings of vulnerability, pain, sensitivity, and risk. Such intersections represent a convergence of multiculturalism and diversity with trainee remediation, each of which can generate provocative and stressful interactions among trainers. As they described challenges to conversations about multiculturalism in education, Sue and colleagues (1999) stated that:

...(a) topics of race, gender and sexual orientation may evoke strong reactions of embarrassment, discomfort, anger, defensiveness, anxiety, and other emotions; (b) academicians and students operate from "academic and politeness protocols," and are ill prepared to facilitate such difficult dialogues when intense emotions are provoked; [and] (c) instructors and supervisors may feel they lack expertise on the subject matter and, indeed, may experience discomfort themselves (p. 1066).

Some researchers (e.g., Bemak et al., 1999; Busseri et al., 2005; Gizara & Forrest, 2004; Vacha-Haase et al., 2004; Wheeler, 1996) and theorists (e.g., Gilfoyle, in press; Vasquez, 1999) of trainer perspectives on trainee remediation have similarly reported that trainers feel discomfort, vulnerability and internal conflict when engaging in trainee remediation and dismissal.

Consequently, interactions among trainers who are contemplating and examining intersections of these two areas will almost certainly increase in complexity. The findings of this study provide additional evidence of the occurrence of such complexities and heightened vulnerability, in terms of how such intersections interact with and generate new tensions. Findings that participants frequently lost or discontinued attention to context as they reached decisions serve as additional evidence of this phenomenon. However, complexity and discomfort are not inevitably joined. Although such intersections may be invariably complex, the extent to which interactions around those events become dystonic or uncomfortable may be influenced by existing program factors such as multicultural training, existing conversations about diversity, and attention to existing tensions. Trainers have an opportunity to effect change in their systems by attending to these contextual variables that could derail or enhance such conversations.

Two final points merit attention to conclude this discussion. First, considering that a lack of examination into intersections of diversity with TIPPC may pose a threat to retention of trainees from diverse backgrounds, such occurrences may provide opportunities for social justice actions among trainers, and be foundational to our work as trainers of counseling psychologists. Second, given exhortations that psychologists have a

responsibility to examine and deconstruct ethnocentric monoculturalism in the mechanisms and assumptions within psychology (Sue et al., 1998), trainers might consider opportunities to challenge and reconfigure professional standards that are not culturally inclusive as consistent with our commitments to multiculturalism.

APPENDIX A

INTERVIEW GUIDE (INITIAL ITERATION)

Introductory Comment:

I really appreciate your time and willingness to talk about these two very important topics. From what I have gathered in my reading and conversations with folks, both the topic of working with students who are struggling to achieve professional competence and the topic of cultural competency are extremely complex. In fact, the complexity associated with these issues makes me curious and eager to hear your thoughts about the intersection between them. I want to emphasize at the beginning of this interview that I don't have preconceived answers in mind. Also, this interview is not an attempt to evaluate you or your program. Rather, I am hoping to get more information about how different faculty and programs put these two areas together. So by your willingness to answer my research questions you are really making an important contribution to this area of inquiry and knowledge.

Questions

I have a bit of pragmatic stuff before we begin. Did you receive the informed consent materials? Do you have any questions? Are you ok with me recording this interview? And are you ok to talk for about an hour? I am going to be using an interview guide to help me, although of course to avoid redundancy I may skip over questions if you have already answered them. Finally, I would like to let you know about my process for this project. Following our interview, I will transcribe our conversation and will get a copy to you, asking you to review the transcript for accuracy and any confidentiality concerns. In addition, once I have completed the analysis, I will send you a copy of the results and discussion to solicit your comments and feedback.

Ok, I am going to turn on the recorder now.

Introduction, warmup, rapport building

To get started I'd like to get to know you a little bit. Would you be willing to tell me about yourself as a TD/psychologist?

- *Maybe talk about some key components of your identity that influence your approach to your work?*
- *What year did you get your degree?*
- *Did you become a faculty member right away? Is that something that you planned on doing?*
- *How long have you been at your current site?*

- *How long have you been Training Director?*

What would you like to know about me before we start?

Overview of definitions and program history

"Now I'd like to turn to the focus of this study. Let's start by talking about trainees in general who have been identified as 'impaired' or not able to develop professional competence."

- How does a student get identified as impaired in your program?
- What are some ways that your program works with students who have difficulty developing competence? (e.g. increased supervision, individual behavior contracts, psychotherapy, etc.)
- Has the way that your program handles these issues changed over time?
 - If "yes," then: What are the changes that you observed? What caused that change?
- What are challenges have you observed, either in yourself or others, in working with students on remediation?
 - To what extent do these challenges impact you personally and/or professionally?

"Now I'd like to shift the focus of our conversation slightly to include race/ethnicity, class and gender. From now on, when I ask about students, I am only referring to those students who have been identified as having problems developing professional competence."

Program history and specifics about race/ethnicity and gender in remediation

- To what extent have race/ethnicity, class and/or gender played a role in a student being identified and placed on remediation?
 - If "yes" type response, then: Please tell me some details about the event, such as student demographics, what the issue was, etc.
 - To what extent were you able to address race/ethnicity, class and gender directly as a faculty when you discussed the case?
 - If "yes," then: How did the situation unfold?
 - If "no," then: "Are there other circumstances in which you would be able to address those issues directly?"
 - To what extent were you able to address race/ethnicity, class and gender with the student?
 - If "yes," then: How did the situation unfold?
 - If "no," then: "Are there other circumstances in which you would be able to address those directly?"
 - If "no," then: Was this because race/ethnicity, class and gender were not a part of the issue in your opinion?

- To what extent was it awkward to bring up the issue?
- Can you describe your framework for conceptualizing race/ethnicity, class and gender? Why is this framework important to you?
- Are there some types of student problems that are easier to conceptualize in terms of race/ethnicity, class and gender?
 - What are those?

Contextual/Ecological Issues

- To what extent do faculty members hesitate to raise conversations about race/ethnicity, class and gender when talking about students who are struggling or on remediation?
 - Can you provide an example of a recent incident that captures your or other faculty members' hesitancy to raise these issues?
- To what extent is diversity part of the values of your program?
- To what extent do you think the university climate impacts the students in your program?
 - Can you provide an example of a recent incident that captures this impact?
 - If "no," then: Have you had students raise issues related to race, class and gender in the university environment? What was your perception of those discussions?
- To what extent do students struggle with the decision about how much to reveal culturally related parts of themselves?
 - Can you give me an example?

Personal Identity

- To what extent is your race/ethnicity a part of how you think about yourself?
- To what extent is your sex/gender a part of how you think about yourself?
- To what extent is your social class a part of how you think about yourself?
- To what extent are there other identity factors that are as important to you?
- What is the extent to which these identity factors intersect (i.e., is there one or several aspects of your identity that are the predominant way in which you self-identify)?

I really appreciate your time, and have only a few questions left.

Level of disclosure and comfort

- How would you gauge your comfort level talking about these issues with me?
 - Would you be willing to describe any barriers you experienced in talking with me about these issues?
- Do you have any questions for me?

BACKGROUND INFORMATION QUESTIONS (Asked at the end of the interview)

1. In what year/field did you receive your doctoral degree? _____
2. How many years have you worked in a university setting? _____
3. Approximately how many students have you advised over your career?
4. How many of those students were "impaired" (had problems achieving professional competence)?
5. How many were on formal or informal remediation plans?
6. What kind of policy does your program have for identifying, remediating and/or dismissing students who are identified as having problems developing professional competence (e.g., formal, informal, written, etc.)? _____

APPENDIX B

INTERVIEW GUIDE (FINAL ITERATION)

Introductory Comment:

I really appreciate your time and willingness to talk about these two very important topics. From what I have gathered in my reading and conversations with folks, both the topic of working with students who are struggling to achieve professional competence and the topic of cultural competency are extremely complex. In fact, the complexity associated with these issues makes me curious and eager to hear your thoughts about the intersection between them. I want to emphasize at the beginning of this interview that I don't have preconceived answers in mind. Also, this interview is not an attempt to evaluate you or your program. Rather, I am hoping to get more information about how different faculty and programs put these two areas together. So by your willingness to answer my research questions you are really making an important contribution to this area of inquiry and knowledge.

Questions

I have a bit of pragmatic stuff before we begin. Did you receive the informed consent materials? Do you have any questions? Are you ok with me recording this interview? And are you ok to talk for about an hour? I am going to be using an interview guide to help me, although of course to avoid redundancy I may skip over questions if you have already answered them. Finally, I would like to let you know about my process for this project. Following our interview, I will transcribe our conversation and will get a copy to you, asking you to review the transcript for accuracy and any confidentiality concerns. In addition, once I have completed the analysis, I will send you a copy of the results and discussion to solicit your comments and feedback.

Ok, I am going to turn on the recorder now.

Introduction, warmup, rapport building

To get started I'd like to get to know you a little bit. Would you be willing to tell me about yourself as a TD/psychologist?

- *Maybe talk about some key components of your identity that influence your approach to your work?*
- *What year did you get your degree?*
- *Did you become a faculty member right away? Is that something that you planned on doing?*
- *How long have you been at your current site?*

- *How long have you been Training Director?*

What would you like to know about me before we start?

Overview of definitions and program history

"Now I'd like to turn to the focus of this study. Let's start by talking about trainees in general who have been identified as 'impaired' or not able to develop professional competence."

- How does a student get identified as impaired in your program?
- What are some ways that your program works with students who have difficulty developing competence? (e.g. increased supervision, individual behavior contracts, psychotherapy, etc.)
- Has the way that your program handles these issues changed over time?
 - If "yes," then: What are the changes that you observed? What caused that change?
- What are challenges have you observed, either in yourself or others, in working with students on remediation?
 - To what extent do these challenges impact you personally and/or professionally?

"Now I'd like to shift the focus of our conversation slightly to include race/ethnicity, class and gender. From now on, when I ask about students, I am only referring to those students who have been identified as having problems developing professional competence."

Program history and specifics about race/ethnicity and gender in remediation

- When you think about students who have been identified as having a problem that needs remediation, to what extent have race/ethnicity, class and/or gender played a role in that process?
 - If "yes," type response, then: Please tell me some details about the event, such as student demographics, what the issue was, etc.
 - To what extent were you able to address race/ethnicity, class and gender directly as a faculty when you discussed the case?
 - If "yes," then: How did the situation unfold?
 - If "no," then: "Are there other circumstances in which you would be able to address those issues directly?"
 - To what extent were you able to address race/ethnicity, class and gender with the student?
 - If "yes," then: How did the situation unfold?
 - If "no," then: "Are there other circumstances in which you would be able to address those directly?"

- If "no," then: Was this because race/ethnicity, class and gender were not a part of the issue in your opinion?
 - To what extent was it awkward to bring up the issue?
- Can you describe your framework for conceptualizing race/ethnicity, class and gender? Why is this framework important to you?
- Are there some types of student problems that are easier to conceptualize in terms of race/ethnicity, class and gender?
 - What are those?
- To what extent do you differentiate between cultural and professional expectations?
 - How do you do that?
 - To what extent does that differ among different aspects of diversity?
 - What makes it easier or more difficult to do this?
 - Can you give me an example?
- How do you think that trainee remediation and/or dismissal impact other students in the program?
 - Do you think that issues of diversity can change that impact?
 - Have you seen that happen?

Contextual/Ecological Issues

- To what extent do faculty members hesitate to raise conversations about race/ethnicity, class and gender when talking about students who are struggling or on remediation?
 - Can you provide an example of a recent incident that captures your or other faculty members' hesitancy to raise these issues?
- To what extent is diversity part of the values of your program?
- To what extent do you think the university climate impacts the students in your program?
 - Can you provide an example of a recent incident that captures this impact?
 - If "no," then: Have you had students raise issues related to race, class and gender in the university environment? What was your perception of those discussions?
- To what extent do students struggle with the decision about how much to reveal culturally related parts of themselves?
 - Can you give me an example?

Personal Identity

- To what extent is your race/ethnicity a part of how you think about yourself?
- To what extent is your sex/gender a part of how you think about yourself?

- To what extent is your social class a part of how you think about yourself?
- To what extent are there other identity factors that are as important to you?
- What is the extent to which these identity factors intersect (i.e., is there one or several aspects of your identity that are the predominant way in which you self-identify)?

I really appreciate your time, and have only a few questions left.

- In what year/field did you receive your doctoral degree? _____
- How many years have you worked in a university setting? _____
- Approximately how many students have you advised over your career?
- How many of those students were "impaired" (had problems achieving professional competence)?
- How many were on formal or informal remediation plans?
- What kind of policy does your program have for identifying, remediating and/or dismissing students who are identified as having problems developing professional competence (e.g., formal, informal, written, etc.)? _____

What is the greatest challenge facing your program in terms of diversity?

What advice would you give to other programs struggling with these issues?

Level of disclosure and comfort

- How would you gauge your comfort level talking about these issues with me?
 - Would you be willing to describe any barriers you experienced in talking with me about these issues?
- Do you have any questions for me?

APPENDIX C

CONSENT TO PARTICIPATE IN RESEARCH

This dissertation study is expected to provide information on how faculty and programs include issues of race/ethnicity, class, and gender in decisions about students who are placed on remediation and/or considered for dismissal. I understand that this study may be beneficial to participants and society in that the findings may facilitate the process of including variables such as race/ethnicity, class and gender in student remediation and dismissal.

My signature below indicates my consent to participate in a research project entitled, "Faculty Perceptions about the Intersection of Diversity and Trainee Professional Competence." This study is dissertation research and will be conducted by David Miller, M.S.W., under the sponsorship of Linda Forrest, Ph.D. and the counseling psychology program at the University of Oregon.

I understand that the only requirements of the study will be to complete one or two 60 minute audiotaped telephone interviews and a brief background information form. If I am uncomfortable being audiotaped, the interviewer will take notes instead. I will also have the option of not answering questions, if I so choose. After interviews have been completed, I will be invited to review the transcript and alert the researcher if my identity seems compromised in any way, or if any other threats to the confidentiality of others are apparent.

In addition, I agree to provide program and departmental policies on diversity and student remediation and dismissal. This includes any mission statements and explicit policies related to diversity and/or student remediation.

I understand that the results of this research will be coded and stored in such a manner that my identity and the identity of the program and university where I am employed will not be physically attached to the data. The key listing identities and code numbers will be kept separate from the data in a secure location, and will be accessible only to the researcher. In addition, I understand that the only people to see this data will be the researcher and his advisor. I understand that the purpose of this study is to examine the experience of groups of individuals, not to evaluate the performance of a particular individual or program.

I understand that the results of this study may be published or otherwise reported to scientific bodies, but that I will not be identified in any such publication or report. I understand that my participation is voluntary and that there is not penalty for refusal to

participate. Further, I understand that it may be psychologically difficult to discuss these topics and that I am free to withdraw my consent and discontinue participation at any time.

I understand that this project is not expected to involve any risks of harm any greater than those ordinarily encountered in daily life. I also understand that it is not possible to identify all potential risks in such research, but that all reasonable safeguards will be taken to minimize potential risks.

If at any time I have questions about this project, I understand that I may contact the researcher at (541) 954-3755 or the researcher's advisor, Linda Forrest, at (541) 346-0913. I understand that if I have questions regarding my rights as a research participant, I may contact the Office of Human Subjects Compliance, University of Oregon, Eugene, OR 97403, (541) 346-2510. Finally, my signature acknowledges that I have received a copy of this form.

Signature _____
Date _____

CONSENT AGREEMENT FOR AUDIOTAPING

I have received an adequate description of the purpose and procedures for audio taping sessions during the course of the proposed research study. I give my consent to be audio taped during my participation in the study, and for those audiotapes to be viewed by the primary investigator and his advisor as described to me. I understand that all information will be kept confidential and will be reported in an anonymous fashion, and that the audiotapes will be erased after an appropriate period of time after the completion of the study. I understand that the primary investigator may contact me in the future to request a follow up interview. I further understand that I may withdraw my consent at any time.

Print Name _____

Signature of participant _____ Date _____

APPENDIX D
RECRUITMENT LETTER

David S. Miller
1790 Ferry St. #8
Eugene, OR 97401

October 20, 2006

Training Director
University
Department
Street Address
City, State, Zip Code

Dear Dr. _____,

I am writing to request your participation in my doctoral dissertation study: "Faculty Perceptions about the Intersection between Diversity and Trainee Professional Competence." This is a qualitative project that will be pursued using grounded theory (Strauss & Corbin, 1990) methodology.

At the conclusion of the study, my intent is to be able to identify how faculty conceptualizations of race/ethnicity, social class, and gender influence decisions to remediate and/or dismiss trainees identified as having problems of professional competence. My intent is to increase the knowledge available to training faculty about contextual factors that facilitate or complicate the remediation and dismissal process, and provide information about how different programs approach such situations.

Participation in the study would involve three people from your program: the Training Director and two faculty members. The selection of the two faculty members would be up to you and your faculty. I hope to interview faculty members who have the most recent or direct experience working with students on remediation and/or dismissal.

Each participant will be asked to complete a one-page background information form and engage in one telephone interview of approximately one hour. *There is a possibility that I may request a brief follow up telephone interview from participants to clarify statements or ask additional questions.* In addition, I will ask participating departments to send me their program policies on (a) diversity and/or multicultural competence, and (b) student remediation and dismissal. After interviews have been completed, I will invite participants

to review their transcript to ensure that their thoughts are represented in an accurate manner and alert me if their identity or the confidentiality of others (e.g., peers, students) seems compromised in any way. Finally, I will invite participants to review and share their reactions to the results section of my study as it emerges.

I want to assure you and your faculty that I am quite sensitive to the time demands of faculty work and the sensitivity of this topic. I am prepared to be as flexible as possible when scheduling interviews. I also wish to note that the identities of individual participants and sites will be carefully protected during the research process and in the final document.

I have enclosed three items in addition to this letter: Official consent forms for all participants, a letter from my dissertation chair, Dr. Linda Forrest, attesting to my research and ethical acumen, and a brief questionnaire to help me develop a sample that is diverse with regards to program demographics and approaches to student remediation and dismissal.

I am contacting all accredited and active counseling psychology training programs in the U.S. to gather a sample that is representative of the diversity of programs.

I will send you a follow up email which will include three brief and broad questions about your program. If you are interested in participating in this study, please respond via email by November 10, 2006. Based on those who indicate willingness to participate by November 10, I will select ten (10) programs to participate in the study. If your program is selected, I will inform you via email and ask that you and two additional faculty members complete and return the enclosed consent forms in the self addressed stamped envelope (also enclosed).

In the interim and throughout the study I am happy to answer any questions that you or your faculty may have by phone (541-954-3755) or email (dmiller4@uoregon.edu). You are also welcome to contact my committee chair, Dr. Linda Forrest, with questions at any time. Thank you for considering my request. I look forward to talking to you.

Sincerely,

David Miller, M. S. W.
Doctoral Candidate
Counseling Psychology

University of Oregon
(541) 954-3755
dmiller4@uoregon.edu

Linda Forrest, Ph. D.
Professor and Department Chair
Counseling Psychology and Human
Services
University of Oregon
(541) 346-0913
forrestl@uoregon.edu

APPENDIX E

INFORMATIONAL LETTER FROM DR. FORREST

October 9, 2006

Dear _____:

I am writing this letter to support David S. Miller's request for your participation in his doctoral dissertation study: "Faculty Decisions about the Intersection between Diversity and Trainee Professional Competence."

David has been my advisee since 2002 and I have had many opportunities to observe his research and ethical behavior in classroom and work settings. I am confident that he has the professional and ethical competence to handle the complexity of issues that are under investigation in this study. He is capable of talking about these issues inquisitively and without judgment. Thus, I believe that you can participate and have confidence that the data and findings of this investigation will be handled with the utmost attention to confidentiality and great respect for the research participants. Further, I believe that his study will be of great value to our discipline. Please do not hesitate to contact me (forrestl@uoregon.edu) with any questions you may have.

Thanks in advance,

Linda Forrest, Ph. D.
Professor and Department Chair

APPENDIX F

FOLLOW UP RECRUITMENT EMAIL

Hello Dr. _____:

I recently sent you a request for participation in my dissertation, "Faculty decisions about the intersection between diversity and trainee professional competence."

This email is a gentle reminder that I have asked folks to respond by November 10, 2006. If you and two faculty members are interested in participating, please respond by this date. If you are interested, please answer the three brief and broad questions below to help me to develop a sample that is diverse with regards to program demographics and approaches to student remediation and dismissal.

1. What is the demographic composition of the faculty in terms of race/ethnicity, class and gender?
2. What is the demographic composition of the students in terms of race/ethnicity, class and gender?
3. On a scale of 1 (not considered) to 5 (considered as essential), how would you rate the degree of consideration of race/ethnicity, class and gender when you think about how your program addresses student remediation and dismissal?

Please email answers to me at dmiller4@uoregon.edu by November 10, 2006. Please note that responding to this email indicates your agreement for possible inclusion in the research project entitled, "Faculty Decisions about the Intersection between Diversity and Trainee Professional Competence."

Thank you,

David Miller, M.S.W.
 Doctoral Candidate
 Counseling Psychology
 University of Oregon
 (541) 954-3755
dmiller4@uoregon.edu

(*Please note that email is not a secure form of communication. Please be careful in what you write.)

APPENDIX G

UPDATED INFORMED CONSENT TO EXPAND RESEARCH TEAM

Subject header: Informed consent regarding your participation in dissertation about diversity and trainee professional competence.

Text:

Dear _____:

We are writing to you regarding your participation as an interviewee in the dissertation study, "Faculty decisions about the intersection between diversity and trainee professional competence." We believe that the gender diversity in our team allows us to examine the data with more complexity than if we were both of the same sex. However, both of us are Euro-Americans. Given that the dissertation is a qualitative study that includes a focus on race and ethnicity, we are concerned about how our lack of lived experiences as people of color will affect the quality and thoroughness of our interpretations of the data. We believe that adding a person of color to our team would add a much needed perspective and deepen the complexity of our analysis.

The proposed new team member is a fourth year doctoral candidate who is African American and female. If added to the team, she would sign a confidentiality agreement regarding work with the transcripts and remain unaware of participant, program and university identities.

We believe that this study is very meaningful for counseling psychology and will be useful to TDs, trainers, and supervisors. Our intention in writing to you now is to ask that you extend your consent to include this change in methods. Please contact us via email no later than April 2, 2007, to let us know whether you agree to extend your consent. We plan to use your email response as verification of your extended consent.

If you have questions or comments, please contact either of us via phone or email to discuss our request. Thank you very much.

Sincerely,

David Miller
dmiller4@uoregon.edu
541.954.3755

Linda Forrest
forrestl@uoregon.edu
541.346.0913

APPENDIX H

EMAIL ASKING PARTICIPANTS TO REVIEW AND COMMENT ON RESULTS

Dear _____:

Thank you again for your participation in my dissertation research on intersections of diversity and trainee professional competence problems. We are at the final stage of data analysis and I am contacting you to ask you for your comments and feedback on the results section. Attached to this email are four documents:

1. Two diagrams that capture the results conceptually
2. The results section without quotes
3. Quotes from your transcript that will be used in the results section

I believe that these results are exciting and illuminating of multiple approaches across programs. Please review the results and contact me with any feedback or comments on how these capture or do not capture your process. Please also review your quotes one more time and contact me with any concerns about anonymity.

Finally, please contact me with any comments or concerns by Wednesday, April 23, 2008.

Thank you. I look forward to hearing from you and wish you the best.

Sincerely,

David S. Shen Miller

--

David S. Shen Miller, M.S.W.

Predoctoral Intern

University Counseling Service

University of Iowa

david-s-miller@uiowa.edu

(319) 335-7294

Counseling Psychology Doctoral Candidate

University of Oregon

dmiller4@uoregon.edu

(*Please note that email is not a secure form of communication.

Please be careful in what you write.)

APPENDIX I

LIST OF INITIAL CODES, CATEGORIES, AND QUESTIONS

Working with students on remediation

Considering procedures and policies

Having graded progression in place to guide actions (P4, LL 118-133)

Having no set approach (P3—does this conflict with Ps 5, 18 and 21?)

Feeling the pain and challenges of no set approach

Lacking existing policies and resulting challenges from legal counsel (P1, P2)

Lacking experience and knowledge P1 LL 178-179

Feeling as though program's hands are tied (P1), not knowing what system would allow

Feeling vulnerable, considering ethical responsibilities (P1)—working to CYA (P1, LL 157-161, LL 167-168)

Seeing work yet to be done on program's policies

Needing improved policies to reach those gray areas (P4 LL 605-608)

Policies still not adequate (P2 LL 474-480)

Reaching the *gray areas* of remediation with existing codes (P4)—this comment is especially important because of the issues of REG etc. under investigation; are issues of diversity a *gray area*?

Taking action: Making changes over time

Feeling good about outcomes (P1, P2, P4)

Getting more clear about expectations and procedures, putting it in writing (P1, P2 LL 230-235)

Using national level work (e.g. competencies) to inform program changes (P2 230-235)

Seeing change over time in program's ability to respond based on new materials (P1, P4)

Types of change—in confidence (P1 LL 186-191)

Seeing change in self knowledge, awareness, ability to advocate and argue with legal counsel (P1)

Identifying TIPPC in general

Systems approach to identification—collaborating across sites (P4)

Some were more explicit than others about the extent to which they valued the input from outside sources such as practicum sites (e.g. P4).

Evaluating sites—if site asking practicum students to do ridiculous things then terminating with the site (P4?)

Mentioning the importance of the trainer as the identifier of the TIPPC (though indirectly—P3 LL 215-239: “it’s the stuff that those people who are really concerned about practitioners really get worried about...”

Identifying problems

Importance of clinical work to bring out issues (P4)—other Ps also cite the importance of clinical work—P1 LL 118, P2 LL 134-138
Writing (P5 LL 281-292, P3)—P3 also talked about administrative stuff

Non academics (P4); also P2 who talked about clinical work and the student’s ability to take feedback, to be trainable (LL 126)

Interpersonal stuff (P3, P2—ability to take feedback LL 107-128)

Mention of considering systemic factors

No—(P4)

Considering impact of peers—P1 and also P2

Information from a person or group being served by the TIPPC (clients or students) (P1)

Using competency evaluations to examine students in structured format (P2)

Biweekly meetings, discussing problems with students as they come up. (P3 LL 178). Also papers and program wide exams help identify people (P3 LL 238-9).

Multiple pathways to identify problems P4 LL 90-101, collaborating with faculty at practicum sites, communication back and forth. Mostly faculty know about the issue and raises “red flags” with practicum supervisor, though the reverse also happens. Focusing on an area of the program requirements as far as what seemed to bring out the most problems.

Connection with screening in that programs that do a good job of screening applicants for certain skills tended to not have problems in those areas (which Ps talked about this?—P3? P5?)

Locating problems

In students P5 LL 316-323 (also goes to diversity issue on his own, without waiting for me to ask):

Attending to TIPPC/Remediation

Considering whether to intervene or not could be a title of a category. Considering the severity of the problem, the impact on others, other stuff in category #2 around whether or not to give feedback and remediation may be considerations that lead to direct/indirect feedback and remediation vs. ignoring problems.

Considering level of severity—development vs. abnormal (P4 LL 146-150) and type of problem (P1, LL 132-140)

Differentiating among possible remediation approaches

Individualized approach: P2 LL 290-293; P3 LL 286-292

“...with the first kid...I had to give him structure and finally cut him loose...with the second kid, who had no structure, I had to give her some...”(is this a contradiction? He says he uses a unique approach for each student but then the two examples are described in the same way).

P3—taking an individual approach, stressing the difference among students with problems (LL 252-258)

Removing someone from potential for causing harm (P1 118-120)

Intentionality about remediation—fitting the issues of concern (P1 LL 120-128, P4 165-170, P2 LL 290-293)

Taking extra time)P1 LL 133-135)

Building into existing venues such as practicum sites (P4)

Infusing values (e.g., self awareness, self reflection) into the remediation (P4, P1)

Articulating standards of profession and program

Using specific techniques (e.g., supervision) focused on interpersonal attributes (P1)

Focusing on student’s strengths, not on areas of conflict—noting that most problems are interpersonally oriented and simply matters of confusion (P3, LL 417, *though this should also be in diversity section I think*)

Focusing on prevention (P4 LL 190), making analogy to working with children/adolescent trajectory (P4, P5)

Type of approach (active vs. passive)—P1 active mostly

P5—described passive approach of continuing to pass students on to the next level (LL 306-310)

This was more related to reasons not to delay feedback. Interesting that the values of CPSY are in each participant’s description.

Type of approach—P1: personally involved with the remediation, was the student’s direct supervisor (LL 227-230). P2 also personally involved as is P3.

Deciding to get involved

Considering student level of engagement (invested vs. challenging and resentful)—P1 LL 227-244, P5, P2 LL 182-183, 189-190

Personal need to be appreciated (P5)

Considering nature of and trust in relationship with student (P5)

Severity of the problem?

Considering gatekeeping and ethical responsibility (P1—hoping student is amenable to change b/c program’s hands are tied, P4 LL 219)

Personal experiences with TIPPC remediation (P1)

Positive experiences—seeing possibilities and outcomes from good planning, well thought out planning (P1 LL 226-249, P5 LL 339-351)

Negative experiences—becoming more cynical, more aware of limitations of working within a larger system that may/may not provide support (P1 LL 205-216, P4 nonspecific but negative experiences).

Personally attacked P2 LL 168-174

Seen as ogre P5 LL 368-377, 578-580

Impact of self—view as trainers, P1, P3, P5

Considering some difficulties

Anticipating and/or dealing with student reactions—experiences (P4)

Considering personally difficult outcomes

Amount of time (P4, 5)

Impacting personal relationships with students and with faculty (P5)

Heightened responsibilities; if I help you now, will I need to help you later? How much investment is there going to be? Intersection with personal life (P5)

What happens when you add an extra layer of diversity? Does it matter?

Giving feedback to TIPPC

Considering contextual factors influences the timing of feedback and remediation

Neutral considerations

Impact on student and peers and faculty (P1 LL 378-81)

Awareness that other students were watching their actions
P1 LL 516-539)

Awareness of students' eroding trust in faculty as time goes on, but wanting to take sufficient time (P1, LL 530-532)

Considering extenuating circumstances—P1—this happened after legal counsel said that they couldn't do anything anyway, perhaps related to concerns about their legal standing

Considering hierarchy, spheres of responsibility, desire for clear role (P5 LL 426-41, 467-72)

Considering responsibilities to students, profession, public

Increased pain for everyone

Intersection with legal advice/counsel

Differentiating between severe instance and cumulative problems

Impact on TIPPC

Considering student investments in time and money (P3 LL 180-183 contract with student to train them, P4 LL 214-217, P5 LL 304-310)

Impact on both and faculty

Intersection also with the degree to which the program had clear policies and procedures in place (LITERATURE NOTE: most recent study on policies and procedures—is it Huprich & Rudd?) and the type of guidance that they are getting from legal counsel.

Deterrents to giving feedback

Students evidencing unpleasant reactions to getting feedback, including defensiveness and surprise (P4 LL 229-235)

Lack of policies/procedures –P2 LL 464-480

Avoiding the issue

Being too kind, too nice (304-310, P5)(see also P4)

Passing the buck, promoting the student to the next level (P5 LL 304, who else)

Problems with operationally defining TIPPC difficulties, including own comfort levels with ambiguity (P4 LL 270-273)

Time consuming P2 LL 162-163, P4 LL 229-235, P5 LL 467-472

Incentives to giving feedback

Public forum (outside committee member will see the problems—P5) Referencing own job requirements as trainer (P5)

Preparing students for outside world

Ethical and gatekeeping requirements

Learning from past experiences to move quickly (P4 LL 188-190)

Not wanting to let things slide (P4)

Seeing the hazards of procrastination (P4)

Informed by efforts at national level

Considering student investment

Not wanting to surprise students with troubling info or outcomes late in the game (P4, 5)—related to student reactions—also note that there is no discussion of faculty reactions; is this a focus on student issues vs. systemic?

P5 LL 530-551 stopping folks from going on internship

Outcomes of delaying feedback making problems with students worse

Some outcomes: functions and factors (e.g., surprised students, angry students, faculty and others feeling pain) due to investment of time and other factors P4 213-223

Impact on other students

Delaying feedback leads to remediation P4 LL 213-223

Involving students in conversations about remediation (P1)

Wanting to talk (generally) with students about TIPPC situations

P1: LL 858-871:

Confidentiality concerns (P1)

Changing policies about this over time to get students more involved (P1 LL 530-532)

Recognizing impact of TIPPC on students as future beneficiaries of gatekeeping decisions.

Holding assumptions and taking action (P1)

Assumptions about the power of screening process

Selection process is sufficient (P1 talked about being surprised at student's behavior)—P3, P5, P21, P10?—need literature

In P1 case these assumptions limited what they could do with TIPPC

Implementing changes in getting more exact, more explicit in materials (P1)

Feeling the limitations of lack of preparation (P1) and vulnerability

Feeling limited possible courses of action, intersection with ethical responsibilities (P1)

Recognizing how much they had been taking for granted (P1) among students

Learning and skills (P1 LL 157, 320-1, 337-340, P5 students' willingness to work hard re: APA style for example)

Ethical compliance (P1 LL 255-258)

Peer interactions (racism, support, availability to help in remediation) (P1)

If all is quiet, there's no problem (P3 LL 352-354)

Assumptions about acculturation into the profession (subtle and overt). P3 LL 352-353 talked about he doesn't know if how the message gets conveyed but it does. Other Ps?

Assumptions about regional limitations (e.g. master's students who have never seen a person of color) (P1 LL 789-795, P2 LL 431, 368-82, 435-437, 758-773)

Holding assumptions about diversity and/or utility of approach

(LITERATURE SEARCH: Screening as a means to decrease TIPPC; it's true that internships have lower rates, theorized that is because of its position late in the training sequence).

Methods for understanding diversity

Understanding self as diverse being

Does the where someone understands diversity issues impact their actions around including or attending to diversity in TIPPC? Through personal experiences *outside* of academic role

P5 EA male, outsider as Fulbright scholar LL 63-71, 99-100

P3 EA male, outsider when in New Orleans, etc. LL 601-109

Through personal experiences *inside* of academic role

- Interactions with students and colleagues—P2 LL 324-337, 431-441, being antichrist, confessions from students LL 818-820
- Understanding self as diverse being by referencing aspects of self
 - With exploration of intersections
 - P1 and P2, LL 326-333, P21
 - Without exploration of intersections
 - Deprecating reference to self as old White guy
 - P5 652-3, 966-7, position by default, P3, P4
- Do most of the White guys talk about themselves in this kind of way? Is it indicative of race focus?
- Differentiating among aspects of self (P1, P2, P3, P4, P5)
 - Acknowledging power, privilege
 - Acknowledgement of power/privilege on own perspective (P4, tentative, LL 432-433, 508-511, P2 talking about heterosexual and class privilege LL 864-888, P1 RE LL 821-843)
 - Examination of university climate and other ecological factors
 - Not overtly acknowledging power/privilege
 - No examination of system, program or ecologically rooted discrimination (P3 LL 505-510, others)
 - Not mentioning power differences P5 LL 831-839 wanting students to take risks with him, not wanting anonymous feedback (P5 1050-1059, 1070-1075)
 - Assuming one style of communication vs. cultural diffs (P5 LL 997-1004)
 - Assuming one perspective: “it doesn’t matter to me so it doesn’t matter (P3, 330-353, not sure if LGB students feel differently talking to him
 - Doesn’t know if LBG students feel any differently talking to him, has not found out (LL 330-333: “I’m not sure whether they feel any differently when they’re talking to me, but I’m not, I don’t think, ‘hot dog, this is the week that I will work with a gay man, a gay male’ or ‘this is the week I have my lesbian supervisee.”).
 - Not discussing differential costs of convos for different folks (P5 LL 1102-1109, 578-80, 723-736 MorePie and colleagues at home vs. nationally, P3 talking about happy resolutions in which all are happy and learn LL 393-408)
 - Seeing differences as here and now vs. including history of oppression (P5, LL 578-580, 820-823)
 - Missing intersection of identities (P5 African American failed a test same and different experience LL 982-987)

In our analysis, we felt that this statement did not reflect an assessment of power/integration of race and gender

Mentioning intersections of identity (P1, P2, P5)

Mentioning multiple dimensions involved in interactions (P5, LL 858-862 involving REG, position, others)

Being overwhelmed by magnitude of layers

P5 LL 883-888: "...I throw up my hands and say, 'well, you know, what are you going to do?'"

Integrating vs. focusing exclusively on one or more aspects of self

Integrating P4 LL 502-511, 534-535, P2 LL 326, 378-382 864-866, P1 821-843

Learning about self

Graduate school (P1)—described a commitment to learning about herself that began in graduate school LL 832-835

Everyday circumstances (P2)—

P4 learned about self too, talks about it LL 502-511, talks about it happening over time

Active

Passive

Happening to know P3 566-569

Evaluated as surface level understanding of diversity based on lack of examination and discussion of power/privilege.

Being made aware P2 LL 865-866

How many participants learn about their privilege because of their program's emphasis or structure or composition?

Using framework

Literature basis—P5 drawing on wife's feminist model (P5 LL 880-888), including chaos theory (LL 46-57,) also includes P2 Helm's model LL 540-541, 642-647

Incorporating into training as essential P2 L1 354-356, 546-556

Seeking out specific opportunities (e.g., P5, LL 723-751 MorePie)

Not using particular framework P4 LL 378-382

Colorblind framework

Not being driven by quotas P3 LL 326-337

Discussing limitations around ability to recognize/understand diversity issues

Referencing limitations in self and others—P4 LL 378-382 very clear.

Referencing self as limited because of demographics (P5, P3)

Seeing self as MC aware P5 LL 52-57, 858-962

Discussing responsibility based on limitations

Actions taken

Passive approach P4 LL 380-383, 432-433 not exploring responsibility to get MC competent

Did not discuss—P3, P5

Attributing limitations

To others (e.g., locating problems in TIPPC)

Attributing to external factors (e.g., I'm not able to talk about those things today because I am really tired—see P4, LL 603, p. 20)

Defining diversity (considering how this category relates to methods for understanding diversity)

Differentiating among types of diversity

Mentioning international students P5 LL 329-335, P21

Sub-cultural vs. cross-cultural; difference in level of value to sub- vs. cross-cultural difficulties P5 LL 359-401

Difficulty in preparation for academia, apparent in transition among EM students P5 LL 355-362

Other forms of diversity?

Religion—difficult due to resistance, intersection with ecology of nation P1 LL 623-645

Notes intersection with current political climate, differentiating between religion and other aspects of diversity

LGB students—safe program d/t high number of out LGB faculty (P2 LL 835-842)

Visible vs. nonvisible minorities (P3 LL 305-307)

Including all aspects of visible difference P3 LL 305-307

Focusing on demographic characteristics (P3, 4) b/c no discussion of power, privilege, interaction, history of discrimination, etc.

Seeing diversity as salient in all encounters—P2 LL 545-556

Situating diversity within a framework

Systemic vs. individual

Integration with research/personal agenda

Colorblindness and other approaches

Pros and cons of colorblindness (P3)

Variations on colorblindness (P3)

P5 seemed to have colorblind approach even though he talked about having multicultural approach (see contradictions section).

Impact of power differences

Student and student faculty interactions

Conceptual frameworks for how diversity might play a role in TIPPC: General

Dimensional/dichotomous understanding of cultural/professional expectations (P1, P5)

Ecological view

Faculty influence

- Potential bias (P3—advocating the necessity of colorblindness to avoid the negative role that faculty biases could have in interactions with students)
- Seeing faculty's stimulus potential to uncover trainee difficulties
 - P2—seeing how students interact with faculty as evidence of potential difficulties
- Regional influences (P1, P2)
 - Norms about communication and directness (P2)
 - Assessing students' exposure to RE diversity in region (P1, P2)
 - Available models of people of color in region, SES (P2)
 - Impacting practice opportunities for clinical work (P2) and comes out in class discussions (P1, P2)
- Program norms (P1, P3?)
 - Level of preparedness of students re: critical thinking and vocab (P2)
 - How peers communicate information about acceptable/appropriate behaviors around diversity (P3)
- Peer group
 - Can be harmful (P1) or helpful (P3, P21)—comparison between P1 and P21/P3
- University
 - Available models of people of color in tenure track positions (P2)
 - Women/people of color in positions of power on campus (P1, P2)
 - Institutionalized racism (mascot) and sexism (P1, P2)
 - Furor on campus over mascot controversy (P1, 2)
 - University administrator (president) making racist comments (P3, P5)
 - Unaware of events in larger university (P4, LL 480-485)
- Bidirectional examination
 - Peers influencing faculty thinking (Groupthink) (P1)
 - Locating problems in the university within regional problems (P2)
- No one examined the role of whether program or university policies were a potential problem*
- Who (if anyone) examined all levels, or many levels?*
- Individual view
 - Focusing on demographics only (of students and other collaterals, not on the interplay of those demographics) (P4 295-316, 333-344)
 - Framing the problem as a student one (P3, P5)
 - Understanding the problem as local only (between 2 or more people) not systemic; no exploration of systemic influences (P3)
 - Colorblind view (varying degrees) (colorblind view is an individual view?)
 - Not seeing how diversity could be involved (P4 LL 315-316)

Intentional blindness—idea that attention to differences can impair ability to communicate and interact with students (P3)

Referencing program only when asked about university climate (P4)

Not mentioning diversity when asked about impact of university climate on student functioning (P4)

COMPARE/CONTRAST OPTIONS

Level of exploration of the system: P3 vs. P1, P2—how does exploration of the system factor into ecological and other conceptualizations?

Peer group harmful vs. helpful (see above, P1 vs. P3, P21)

Conceptual frameworks for how diversity might play a role in TIPPC: Specific

Using one's personal understanding of diversity to consider diversity in TIPPC

Using self-identity to examine interactions with students (P2, P10)

Colorblind approach (P3, P4, 339-343, P1—LL 449-457)

Not seeing roots/system problems and impact P4 315-316, 342-348

Acknowledging colorblind approach could impact students P4

353-357

Conceptualizing different groups and different problems differently (P5,

21)

Sub-cultural vs. cross-cultural (P5)

Domestic vs. international (P21)

Religious differences (P1, P2)

EA students (P1, P2) and problems in MC class

Considering the differences in intersections with specific problems (e.g., cultural differences intersecting with writing vs. language, vs. academic culture—P5, P21, possibly P1 and P2 with religion)

Considering TIPPC concerns (when raised) about the role of culture in the identified area of difficulty (P1)

Issues of discrimination and/or misunderstanding of cultural differences

(P1)

Taking action by ignoring any diversity issues, focusing on the strengths of the student and not on any other discussion (P3, LL 418-419)

Which are taking action and which are not?

Assessing how diversity might be relevant to TIPPC: Actions

Considering factors that might be influencing the TIPPC and remediation

Considering the student

Directly asking/confronting the student about the problem as it relates to MC (P2) (LL 326-344) (see footnote on expanded notes page 5)

Considering the demographics of the student (P4 LL 295-316)

Considering student's personal and professional identity (P1)

Considering the intersection of components of identity (P1, RE & religion)

- Considering student development, wondering whether the difficulty is part of “normal” student development or other types of development...or not
- Considering the faculty
 - Questioning faculty’s ability to understand the cultural dimensions involved (P1 LL 295-295)
 - Open deliberations among faculty about their biases and MC competence (P1, P10) (do any Ps talk about private conversations?)
 - Challenging conversation, lack of consensus about role of
- RE (P1)
 - Making individual decisions to take risks, talk about concerns (P1)
 - Discussion among faculty about diversity in specific case (P1, P10)
 - Could this also include specific instances of raising issues of diversity in discussions of TIPPC?*
 - Limitations of faculty lack of knowledge and understanding about impact of RE (P1 317-318)
 - Considering distinction between cultural expectations and professional standards (P1 LL 478-82)
 - Communicating with colleagues about points of contention (P5—hesitating to give feedback, struggles about safety v. standards, P1)
- Considering the history of the program work around (and attention to) diversity
 - Referring to other experiences with “MC” students (general language) to determine whether problem is culturally related (P1)(see notes p. 6)
- Seeking consultation
 - Consulting by sending emissary to the MC center (vs. inviting someone in)(P1)
- Considering the peer group (P1, P21)
 - Potential biases and discrimination among peers (P1)
 - Impact of peer group on ability of TIPPC to prevent problems and/or successfully remediate (P1, P3, P21)
- Working to differentiate between cultural differences and problematic behavior*
 - Ps who do it
 - Ps who do not differentiate
 - Colorblind approach
 - Not seeing the two as mutually exclusive
- Considering the types of problem facing the TIPPC and the program*
 - Differentiating between cases involving cultural differences that are clear-cut vs. complex (P1, 21)

Factors that make problems more difficult (or easy?) to classify or intervene

- Layered complexity (e.g. supervision) (P1)
 - Impact of racism etc., intersection with trainee power and vulnerability (P1)
 - Cost of conversations for trainees when the cases involve racism (P1)
- Lack of faculty knowledge/experience to intervene (P1 LL 649-650)
- Language and multiple intercultural (national) differences (P21)
- Unwilling/defensive TIPPCs (P1—religion, P4, P5, other Ps)
 - Students raising issue of discrimination (P1)
 - Current sociopolitical and/or regional climate (P1, P2)
- Considering point in time in program in terms of research interests, MC competence, critical mass of students (P1, P2)
- Considering levels of ethical responsibility (P1)
- Operationalizing terms and behaviors (P4)
- Types of problems (interpersonal not too much of a problem—P3)

Addressing diversity in TIPPC—options

Taking direct action

- Faculty interventions (P2—direct conversation with students)
- Preventive approach (P3 LL 387 “budding problems”) also P4, P21, and maybe P10?

Indirect action

- Waiting (developmental? Informal/auto-remission?) (P1, others)
- Relying on peer group interventions (P3)

Mixture of active/passive (or all one or the other) steps in making decision

- P1—movement from active (taking many steps, including long deliberations) to passive (waiting if more information would emerge) processes

Making a decision

Drawing a line

- Mentioning an end point for decision making (P1 LL 371-374)
- Establishing baseline to facilitate decision (P1, P10)
 - Professional standards (P5)
 - Using APA standards (P5) contrast P5 with P21 and P10
 - Using ethics code (P10)
 - Behavioral indicators (P10, P1, LL
- Intentionally considering and redefining standards and finding flexibility

(P21)

- Raising issue of standards vs. diversity (P5, P21)
 - Addressing by reverting to standards as golden rule (P5)

Addressing by redefining standards to be more inclusive, finding flex points (P21)

Factors that influence one's decision

Perceiving one's training and gatekeeping responsibilities (P5, P2 LL 366)

Considering how diversity issues and conflicts impact the department

Level of agreement with rest of faculty (P21)

Relationships with colleagues (P5—African American female colleague)

Impact on community (P3—other students take charge)

Perceiving potential for bias and discrimination in process (P1, P21)

Feelings during decision making process (P1)

Where the PPC is located (in TIPPC, or elsewhere)—P4 LL 221 (analogy to behavior problems in young kids)

Extending time of decision (including decision to, or evaluation of remediation)

Acknowledging the complexity and layered aspect of situation (P1, LL 299-322)

Considering the severity and painfulness of the decision (P1, LL 544-51)

History of discrimination, potential for discrimination (P1)

Fear of overlooking RE differences or biases (P1, LL 374-378)

Considering the impact on peers and TIPPC and faculty (P1, 378-82, 508-26)

Relationship between faculty and other students (P1)

Struggling with confidentiality limits (P1, LL 530-532)

Impact on other students

Student faith in faculty

Losing faith and anger with faculty (P1)

Student belief in faculty dependent on level of general information (P10)

Attention to the process of communication with students (P1, P10)

Language used

Incoherent

Vague and general

Unclear if talking about racism or bias (P1 LL 320-321, 337-56)

General diversity terminology (vs. specific language) (P1 318-440, P3)

Non engagement with specific language (P3 p.13 my extended notes, P4 353-357, LL 414-419)

Movement from explicit to general discussion

Tentative language

“Probably, potential”—contrast between definitive language and tentative

P1 LL 283-289 RE vs. religion; P1 length of time needed for

decision

P3 on level of engagement (“*probably really good that I missed stuff*”)

P4 on conceptualizing diversity and identification of TIPPC: LL 353-357 (“*interesting way of looking at it*”—2x; “*I suspect*”—4x, LL 380)

P4 on passive, tentative language in knowing how he integrates diversity with students LL 387-395

Acknowledgment of own privilege P4 LL 508-511

Direct

Language about history of discrimination (P1 LL 549-555)

Raising issues of whether faculty are discriminating (P21)

Talking about student biases and resistance to change (P2 LL 710-712)

Framing events as natural phenomena

Framing events as naturally occurring—P3 with Black advisees LL 323-

337

Using the phrase *happen to* when describing diversity in an event (P3—I happen to know...LL 566, 491-493); P1

Colloquialisms (p. 14 other notes, P4 LL 383)

Passive vs. active tones *to be fleshed out, potential category or even linchpin for paper*

COMPARE/CONTRAST:

How P1 talked about potential racism within the peer group (vague vs. direct) with P3 as well as P2 and P21

Contrast vague vs. direct: P3 and P5 as they talked about issue on campus with president of university P3 LL 520-545, P5 LL 1358-1393

Referencing program's MC competence

Contrasting with rest of the university/department (P1, P3, P4, LL 378-379 5)

Using the program's difference from rest of university as a teaching tool for students (P1)

Discussing how program culture gets enforced

En-route, during program (P3, LL 352-357; P21)

From the very beginning, during screening (P10)

Assessing impact of MC training on faculty (P1, LL 673-688, P2, P4 LL 381-383)

Relationships within the department around MC issues

Conflicts: Standards vs. safety (P5 LL 611-612; 799-806)

Fear of being counterattacked if raising concerns with other faculty (P5)

Harmony and consensus: P3

Program actions to improve MC competence/resolve conflicts around MC issues

Engaging in difficult dialogues P1, P5

Discussions and exploration of differences (P1 LL 673-688, P5)

Individual actions—doing nothing for fear of being counterattacked (P5)

Lack of personal action (discussed) to “catch up” (P4 LL 381-2)

- P5) Seeing self as part of or separate from program in terms of MC skills (P4 vs. P3,
 Self as having fewer skills relative to colleagues (P4 LL 380-383, 414-419
 focusing on others not self as raising issues)
 Colleagues raising issues of diversity
 Hesitation
 No hesitation, spontaneous (P4 414-419)
 Differentiating among faculty abilities (P1, P4, P5—seeing racism in others)
 Research interests of faculty members embedded in program values (P10, P2?)
 Exploring vs. assuming approaches used by colleagues (P3, P4 assume, don't
 explore P4 LL 390-391)
 Assessing depth of MC influenced relationships within the program
 Students-faculty (P5 LL Black students going to Black faculty, EA
 students coming to P2 White guilt)
 Peers and colleagues
 Peers keep each other in line, communicate norms (P3, P21)
 Peers can create trouble for each other, potential for racism (P1)
 Student comfort raising issues of diversity
 Not seeing any difficulties
 Relative to current timing and faculty composition in terms of LGB and
 RE (P1, P2)
 Related to norms within the department (P21, P3, others?)
 Struggling with White guilt (P2 LL 813-820, P21?)
 Difficulty talking about religion (P1, P2)
 Difficulty being conservative students (P1 LL 764-768)
 Where did the feedback come from? Was it a site visit? Anonymous
 feedback? Formal? End of year? Look for contradictions
 APA site visit P1 LL 756-768
 Anonymous feedback P5

COMPARE/CONTRAST:

- Exploration of peer group contrast P1 with P3 in terms of harmony vs. creating
 trouble for each other.
 Exploration of differences between how different Ps see themselves in relation to
 their colleagues in terms of MC competence—is there difference or an
 assumption of sameness? Are they the most or least competent?

Contradictions

- Stated approaches to diversity vs. actions
Participant —stating clear understanding of issues LL 182-188:
 “what...diversity means for trainee remediation...gets to the question of
 what do you think needs to be remediated and whose values are you going
 by anyway?” followed by rejecting a colorblind approach, yet consistently
 using a colorblind approach (advocating hard and fast standards).

Articulated knowledge of diversity and self, yet difference in adherence to standards and lack of exploration of what those standards mean. Choosing to ignore diversity (P5, 858-862; also “throw up your hands...”. Not acknowledging experience differences (985-87, P5); this example is one of the level of assessment of diversity differences. *Participant* talked about his experiences living out of the country, how this heightened his ability to identify cultural assumptions, yet does not talk about how those cultural assumptions penetrate the workplace—when he is the foreigner, he can see it. When he is at home, he cannot...?

Demonstrating inconsistent knowledge of diversity

Participant —using some language consistent with MC competence terminology but then advocating a *demographic characteristic focus* when discussing/thinking about the impact of diversity (i.e., not discussing environmental or historical or systemic impacts), LL 387-395. *Participant* —talked about his program’s cross-systemic approach to TIPPC remediation but does not talk about the examination of systemic causes in TIPPC.

Participant

Participant talking about taking different approaches to working with students, yet using examples in which he used the same approach both times LL 286-292). Advocating a colorblind approach: yet describing program deep commitment to diversity (possibly not a contradiction): “I think we are as a program and as a department, strongly committed to matters of—ensuring that *diversity doesn’t get in the way*. That our department stands out in that regard. I think we just, we value that whole effort so strongly that we don’t, we don’t *make differences* among our students and among our program faculty.” (LL 338-341) yet on 370-372 he says: “I would say that the program is committed to...training people to practice the strongest forms of recognizing and working with people who are diverse.” Department not affected by the university because the program is small, yet fighting for money within the system.

Participants—commitment to MC competence, yet admitting students who have never seen a person of color into the masters’ program (LL789-90 conflicts with values on social justice and diversity) Values on diversity and social justice (LL 669-670 in *Participant*, LL 734-735 in *Participant*). *Participant* LL 794-95 missing the fact that the area is not homogenous, there are opportunities for students/applicants to interact with people of color (*Participant* likely missed this as well).

- To what extent have other participants written/published about MC?

- What is sphere of responsibility? How does the program context (individual mentor/advisee model vs. more faculty collaborative responsibility) impact the extent to which faculty feel comfortable intervening with students?
 - To what extent does the relationship vs. the responsibility matter?
- How do people respond to me using the word, “diversity?”
 - Some respond by clarifying what I mean
 - Others describe what diversity means to them.
- Check how often throughout transcripts people ask me to clarify what I mean, and in what context (i.e., about which questions).
- Degree of consistency with which people talk about diversity and intersection with trainee remediation throughout the transcript.
- The impact of remediation on other students, especially concerning the amount of time that the remediation goes on
- How students get identified
- Talking a lot about faculty tension (student tension as well?) and continued to come back to the theme of being totally open with each other.
- Describe the relationships between students and faculty,
- How they answer the question about campus/university climate
- Which aspect of diversity do people focus on
- Students coming forward with concerns?
 - To what extent do faculty talk about students knowing what is going on?
- What types of problems come up first in response to the question about intersection
- Impact of dismissal on program, on students, interaction with liability—when is it too late to talk about dismissing a student?
- Defining diversity
- To what extent does the model of the program (mentor model, etc.) impact how comfortable faculty feel with each other and/or to criticize, comment or correct the advisees of their colleagues
- How students get identified
- Types of remediation, types of problems
- How many white male participants described themselves as “token” white males
- Types of remediation outcomes? Look at P8—all students on remediation have left the program.
- Age as a factor, training, and cohort effects. Add to cohort effects the different training zeitgeists; now is MC so there is a gap between many current trainees and faculty/prac supervisors.
- People in CPSY might be too nice (1/23/07)
- Focus on international students
- How often do participants reference power issues as part of these types of situations?

- What influences P's actions and interactions?
- Who influences P's actions and interactions?
- What are the ways to appear as though one is culturally competent? Do people have ways of trying to have a culturally competent face when their MO is status quo or to ignore culture? How much do their projections of who I am and what I look like play into their answers? How about the fact that I am a student? Are they setting up straw men? Is the standard of skill level cleaner than culture to deal with?
- Values—what are the implicit values driving her statements/actions?
- Power—how is power impacting the situation, is it discussed openly?
- Location of the problem (from earlier project with Linda and Nancy—it's in my mind as I approach the data—should consider writing about the “Already researched this some” I)
- Naiveté of participant (self described)
- Possible Definitional clarity issue (see Location...)
- Importance of the person of the P in the conversation, potentially around self-perception as educator
- Collegiality and how this impacts decision making and process
- Seeing the issue (also raised by P5, P12, others) of wanting to be trusted, needing the space where other people give her the trust that she is trying to understand. Importance of safe environment to explore these issues.
- When or in what part of training do students most typically get identified as having problems?
- Issue about sooner vs. later, and quickly vs. slowly
- Issue about benefit of the doubt (see also P14)
- Issue of timeliness
- Sense that other students in the program wanted them to dismiss impaired students more quickly
- Importance of context of program, high number of students of color
- Perceptions about race vs. “actual” skill problems
- Does the focus of the program (research vs. practice) matter to TD/faculty in how they think about remediation and defense
 - Would you think about approaching trainee remediation differently if the student was clear about wanting to be a researcher, versus wanting to be a clinician
- Does anyone raise the issue of faculty competence in working with students? Distinguish between supervisor and other outsider (yet connected to the program) competence and faculty/peer competence.
- What factors are related to how faculty are informed about students' dissatisfaction with the program?
 - Composition of student body (e.g., high percentage of students of color)
 - Location in the country

- Research/attention of faculty
- Level of perceived trust between students and faculty
- Level of faculty openness or perceived openness
- Types of invitations for feedback (e.g., direct from faculty, direct from APA site visitors, indirect through anonymous surveys)
- Questionable language
 - P3: “I think consistent output is more pleasing to the natives than whatever else” (LL 598-99)...and P5: “The minority faculty—the Black faculty—went bananas over that” (LL 1366-1367).
- The concept of *happens to*: examine how participants are talking about diversity, whether they use this phrase or not. What is it used for? To describe naturalness (i.e., actions are neither purposeful nor intentional), disconnection (i.e., the composition of relationships, interactions, statuses are not connected to REG/SES etc.) or something else

Questions that were guiding *Focused Coding*

Talking about actions faculty take around TIPPC and diversity

1 is to examine themselves and each other to check out biases

1 is to listen to student concerns

1 is to raise the issue with student directly (P2) could this be related to the type of student problem, and who the faculty is and who the student is?

Meat of dissertation analysis:

1. Different approaches to incorporating diversity and how those are connected to general discussions about diversity
 - a. Concrete steps to address diversity
 - b. No steps
 - c. Conflicting issues
2. The role of language
3. Contradictions

Examining movement in language—when TDs move from clear to evasive, vague to specific, direct to passive.

Colorblindness—summary of variations

Approach to understanding and assessing as one category, taking action as another category—what do participants and their programs think about re: TIPPC? What do they do? What are the external influences (e.g., individual differences in thinking about diversity, program culture) on them and the students?

Coming to ultimate decision point? When? Where? How?

How might some groups of TIPPCs raise different questions and concerns for Ps? Are there questions around legitimacy of difficulties?

Examining the degree of cultural rootedness that exists in professional standards and expectations and then choosing to use those standards are two different, but related things. How to organize?

Possible new questions added:

1. To what extent do you think that the standards of the profession, with regards to professional education and training, reflect both the current field and the aspirations of the field with respect to diversification?
2. How do you apply your program's approach to diversity into trainee remediation?
3. When you think about the cases of student remediation and student dismissal, how have you seen those cases impact other students in your program?
4. What is the impact of these events on your professional/personal life?
5. What have you found to be the most helpful aspect of integrating diversity into working with TIPPC?

APPENDIX J

RESEARCHER JOURNAL

11/29/06

Have heard back from a few TDs who state that they are unable to get 2 other faculty together and are wondering whether they can still participate. Given the low number of positive responses to the call for participants I think it would be ok to interview and keep track of the disparate numbers for later analyses.

12/5/06

Notes: Confronted with the decision about whether and when to interview one participant and others from her university because s/he is the [*identifying information about a participant's multiple role with the researcher related to publication issues*]. Decided that it would be ok to interview other folks and wait to interview him/her until after s/he has [*resolved the publication issue*]. Two thoughts: dual roles and the idea that the conversation about the article might impact his/her thoughts on REG in remediation. In fact am thinking that these thoughts will be impacted anyway and may be reflected in the interview. During this conversation it also comes to light whether we should think about the order of interviews; should we interview TD, then faculty, the same way in each program? I noticed that one university has all males agreeing to be interviewed. Is that an issue? How might that impact the data?

Related point: should we interview all folks from the same university in the same week or as a group? Does that matter? I think not at this point. Just want to get the data together and then look at it. In one case only 2 folks (TD and 1 other) are able to do it b/c of small faculty. Ok?

12/11/06

In the 11th hour, just prior to my first interview I realized that I did not have informed consent releases from the week's participants. I emailed forms to all three participants and asked that they let me know whether they would want a self addressed envelope in which to return the forms to me. Hoping to do it over email.

Am noting a bias in which I am attributing value to the extent to which folks include diversity in TIPPC. The more I think about the process of including diversity in the process of TIPPC the more I am aware of how difficult it may be, though of course that would depend on the individual. I think that I assume that Euro Am males will have the most difficult time, partly because of my own fear/nervousness about being exposed as a racist when I am talking about diversity myself.

12/14/06

Just finished my third interview of the week, with an older White male who initially seemed to be pretty resistant in that he gave long answers to my questions; his answers were not necessarily too connected to my questions, either, at least in my initial opinion. I struggled early on in this interview with trying to think about ways to rethink my questions and refocus the conversation and think that I did a pretty good job although I'll need to check the transcripts. I also struggled with being frustrated and angry with this person, thinking initially that he was being obscure or having some fun at my expense, or manipulating me with his much greater knowledge and experience.

As the interview continued, I realized that I was beginning to write this person off as well and was thinking about not asking some of the core questions because I felt that I already knew the answers. In addition, I felt as though I was beginning to judge him and his ability to be a good trainer and again was feeling some anger towards him. I handled this by reminding myself of my goals as a researcher, which include getting the available information. I also found myself developing some empathy for this person as well as respect and thinking that he has trained many people and is doing his best. Recognizing my struggle between values and all areas of the data has been helpful in continuing to refine my process of understanding the data both during the interview and in reflecting on it. I think I did a pretty good job of sticking close to the protocol as well, although I may think differently once I transcribe the interview.

12/14/06

Transcribing interview #3, I noticed that our conversation at the beginning was a bit off; he started talking about working with young people, essentially on remediation, and then as he initiated a discussion about how I did not have a [*professional presentation related concern*] he mentioned that he helped young people with those things. Having some fun at my expense? Establishing trust? Hierarchy? Not sure. Also, I should note that at the beginning of this interview, prior to turning on the tape recorder, he answered the phone with his name and said, "David! Let's go!" which to me indicated that he did not want a long preamble about the weather, etc. So I jumped into the introductory comments and moved right through. Wonder about that culturally in his state in the Midwestern US and how that impacted our rapport and relationship. For me I was a bit uneasy at the beginning but later relaxed.

12/15/06

Transcribing #3 still. Thinking about looking at possible relationship between the amount of power and status that one attributes to faculty (pg. 16 of this transcript) and how that relates to their understanding of student issues. Thinking that this guy is a great example of insider knowledge and how this is testing my skills to be present in the moment of

interview, try to manage the interview while also probing to decode some of what he is talking about. I found this very difficult because I found him to be a huge long talker as well as a vague talker, and so it was a matter of trying to contain his responses, probe more deeply to get the insider knowledge necessary and then continue on with the bevy of questions. As I am transcribing I am thinking that this guy may represent the old guard and perhaps earlier thinking about diversity...?

12/19/06

During transcribing I realized that I was not asking Ps to focus on REG or other aspects of diversity until about 25-30 minutes into our hour interview, and wondered at my own willingness to address the issue. Thinking about it I realized that I was spending a good amount of time building rapport and moving into the area. I think this approach is ok given the sensitivity and my relative newness to these folks. Wonder about it being a cohort effect and if similar questions, if asked 20 years in the future, would be easier to broach sooner in the interview?

I think one point of analysis should be attention to how Ps describe the relationships between students and faculty, how they answer the question about campus/university climate, and how they talk about impact on the students. Some have talked about the impact of time (waiting a long time, not waiting too long before addressing the student with problems) on students. Some focus only on students with problems, others on all students and others on the whole program, students and faculty.

Other points of analysis: when did the person get their degree? When do they first raise the issue of culture/diversity in the interview? Do they or do I?

12/21/06

Participant 5—pg. 34 comment on administrators—is this also a reference to his tension with the one African American faculty member? Also, look at the program faculty's efforts to join together through getting together outside and using consultants. Theme?

P 5 talking a lot about faculty tension (student tension as well?) and continued to come back to the theme of being totally open with each other. That is what would work best. I wonder how much he is aware of the privilege in that statement? My own impression is that there is not too much attention to the amount of privilege in that statement, not too much consideration of the power involved; he is a Euro Am male full professor, who does not have much to lose. On the other hand there is a strong desire for connection here as well.

Difference in answers to university climate question--#3 and 5 are at same university but answer question very differently. Wonder if this relates to how people understand the

question—look in the analysis at how this might be tied in to perceptions of power, ability, differences in perceptions of relationships between faculty and students. Is this also something of a cohort effect or personal orientation (e.g., feminist, traditional, positivist, etc.?)

Pg. 43/44 for P5—talking about a specific, racially charged incident on campus. Look at difference between # 3 and 5 in discussing this incident.

During the interview with participant 5 I definitely enjoyed talking with him, although I also struggled to keep him brief in his answers. At times I felt very aware of the student—faculty dynamic between the two of us, as I felt like I was receiving a lecture rather than part of a conversation between two people. Yet it is true that there exists this dynamic between us, and between me and all my participants, so I should think about how the power dynamic comes out or does not come out in these conversations.

12/22/06

P6—transcribing. Thinking about looking at how students get identified. Seems like in most cases thus far students get identified via faculty meetings. Does anyone talk about other students coming forward? Do they on their own or when I prompt? What do Ps say when I prompt them on this question?

Also, emerging area—a lot of folks talk about the impact of remediation on other students, especially concerning the amount of time that the remediation goes on.

Note on transcription: I decided to not include my minimal encouragers (e.g., “Mm hmm” and “Right” and other assenting statements) in transcripts when these were in the middle of participant streams of conversation. If I used a minimal encourager to move someone along, in a moment of silence or following a completed thought, then I included these. Occasionally I included these when a participant quote was particularly long and I commented midstream, just for ease of reading the transcripts.

Need some new questions about intersection between professional standards and diversity? Something like,

6. To what extent do you think that the standards of the profession, with regards to professional education and training, reflect both the current field and the aspirations of the field with respect to diversification?
7. How do you apply your program’s approach to diversity into trainee remediation?
8. When you think about the cases of student remediation and student dismissal, how have you seen those cases impact other students in your program?

One participant noted that their faculty had 3 students in a row on remediation who were all people of color, mentioned that she and the faculty were pretty upset at that. Wonder if

that biased them for evaluating future students, especially students of color? Pg. 14-15. Talked about being very relieved when the next student was White. Intersection with vision of self, personal beliefs about own attention to racism?

12/27/06

I had 2 folks from same university. Both mentioned a detail about the university climate that impacted students; one asked me not to include it b/c the information might be too identifying, and the other did not ask me to do so. How to proceed?

12/28/06

P3—as I am reviewing his transcript and thinking about differences between him and P5 (from same university) it occurs to me that a serious limitation of this study is that the answers to questions about program action and philosophy are from the perspective of each individual. Actually, not a limitation, but a benefit (last comment added 2/03/08).

Possible categories

Category: How do people respond to me using the word, “diversity?”

Some respond by clarifying what I mean

Others describe what diversity means to them.

Check how often throughout transcripts people ask me to clarify what I mean, and in what context (i.e., about which questions).

Degree of consistency with which people talk about diversity and intersection with trainee remediation throughout the transcript.

Note: when asking how many students needed remediation and/or had problems achieving professional competence, some participants assume that this is a permanent thing I think.

Changed/added a few questions based on preliminary analysis and some participant responses. See updated interview guide.

12/29/06

Thoughts while transcribing P5

What is sphere of responsibility? How does the program context (individual mentor/advisee model vs. more faculty collaborative responsibility) impact the extent to which faculty feel comfortable intervening with students?

To what extent does the relationship vs. the responsibility matter?

One of the overriding issues that seems to be pervading the discussion thus far is the multitude of perspectives, understandings and personal definitions of multiculturalism and diversity that are out there.

12/30/06

P5 also wrote an article on culture [*removed because too identifying*] (including his philosophy and multiculturalism, personal experiences). To what extent have other participants written/published about MC?

Note: university climate question: which aspect of diversity do people focus on? Mostly RE? one or two on sexual orientation? Religion?

Students coming forward with concerns? No, they're pretty protective of each other. Us/them dynamic? Look at data around student coherence; what makes it easier or more difficult for students to come forward? Also, to what extent do faculty talk about students knowing what is going on?

Note: examine whether Ps discussions of changes in remediation are related to the major types of problems that they see in their program.

In fact, look at what types of problems come up first. Maybe future interviews should go right towards that? So if a P say, well, most of our students that are TIPPC are so because of their writing skills, reframe the diversity question to ask about that: to what extent do you think that diversity issues might be embedded in problems with writing, either on the problem side or on the assessment of the problem side?

1/1/07

Pg. 15 P7—look at how this person and others talk about the process of dismissal. Impact of dismissal on program, on students, interaction with liability—when is it too late to talk about dismissing a student?

P19. P7—defining diversity. Note: a number of folks talk about defining/clarifying diversity. What are some common features of their identity? Are there ideological differences between people who jump right in (i.e., have endorsed a more common, accepted, discussed prominently in the literature definition of diversity) and those who pause to define their terms? Or to what extent are such definitional sidetracks the outcome of my using the one word 'diversity?'

Might part of the struggles be that people have very different concepts of what diversity means? Do I need to go back and ask that question, "How do you define diversity?"

P27 P7—comfort of talking about the student in question and raising issues of diversity. To what extent does the model of the program (mentor model, etc.) impact how comfortable faculty feel with each other and/or to criticize, comment or correct the advisees of their colleagues? This interview reminds me of P5s comments about being the Chair of someone's committee versus being on the committee as a member. Context here very important. Program context and training model.

Serious limitation: My skill as an interviewer.

1/3/07 Ethics notes

In an email to 2 participants (separately) I wrote the following in response to similar concerns:

...As for confidentiality, that is number one priority. I am still figuring out how to do this in a way that is the most secure; in terms of thinking through the results/discussion, what I think I will most likely do is send each participant a copy of particular quotes from them that will be used prior to sending out the full draft; that way I am not inadvertently "outing" anyone within the participant pool. Hope that makes sense. Also, like I said this is still a process I am mulling over (and thankfully the "completed" analysis is still far far away!) and I would be very open to your thoughts on this. I will also do some consulting prior to making a final decision on how to handle this matter.

Dave

1/12/07

I spoke with one person who informed me that he was no longer TD and that there is a new person. After consulting with Linda, we decided that I would still interview the former TD because I would not be getting TD perspective from the new TD, as that person had not been the TD long enough to have that perspective.

1/13/07

While transcribing P8:

One thing that I am noticing is the difference between participants in how students get identified. What are the contextual factors that surround whether students come to faculty with concerns about a peer? Or whether faculty consider that students know or do not know about peers with problems? Or the timing? Some faculty seem to think that students know, but only *after* faculty know. Or that supervisors of practicum see it first. What makes the difference?

A number of participants distinguished among different types of remediation: graded from low to high. Some referred to writing skills, etc. and the difference between these types of problems and clinical skill problems or ethical problems. Maybe make a link to Forrest/Elman terminology paper.

One thing that occurs to me is that I am learning from my participants. My understanding of issues of diversity is becoming more complex as I continue to talk with participants, which in turn is affecting my analysis of the data. Interviews with some TDs and faculty who have thought very deeply and for a long time about these issues is helping me construct categories and identify different aspects of other interviews in which the conversation might not have been so complex.

Question: how many white male participants described themselves as “token” white males?

Question: What are some typical topics that participants raise that unearth differences?

Example: hierarchy and titles (being called “Dr.”). Others?

Question: types of remediation outcomes? Look at P8—all students on remediation have left the program. Especially check out ll 740-746

1/19/07:

Noticing that most if not all faculty, when asked the question about how many students they have advised, count completed dissertations, or ask me if I mean how many dissertation committees they have chaired vs. how many students are in their office as advisees. Not sure how relevant this is but I do think it’s interesting given that the focus of the study is on trainee remediation and wouldn’t some trainees ever make it to the dissertation stage because of remediation?

1/20/07:

Participant 11 brings up perspective of genuineness and being trained/working in the ‘60s. I should examine age as a factor, training, cohort effects. Add to cohort effects the different training zeitgeists; now is MC so there is a gap between many current trainees and faculty/prac supervisors. What has the profession lost sight of over the years that might be helpful?

1/23/07:

theme that people in CPSY might be too nice.

2/4/07:

Participant 14 asked me about my definition for a few things, including remediation (pg. 11). I realized that my interviewing skills are subpar in that I gave a very biased definition of remediation, a very strengths based approach. Wish that I would have been more neutral and that I would have had definitions for many of the constructs in this inquiry prior to conducting interviews. Also concerned that I am collapsing too many different experiences with cross cultural supervision and experiences into my overview of my involvement in this study and also not giving Linda enough credit for coming up with the topic. The issue of not having adequately well delineated constructs prior to the inquiry is all right in some areas; need to think about how to talk about this in the context of the study.

Same page. P 14 raised the issue of how the study was described made her think that we might be talking about RE minorities with deficiencies. This totally caught me off guard. Example of blind spot, wow. In the interview I became very nervous as though some internal racism on my part was exposed. Because not being racist is such a core value for me, I think I immediately became concerned about both how I was being perceived by a person of color (in terms of my privilege and my ignorance) but also in terms of my self-worth. Connecting to these core values and wondering about my internal racism. Don't know that I handled this so well. See also pg. 12.

Why so much focus on international students? See pg. 17 (P14) for some thoughts on this. Is it because international students and ESL is sort of an easier to identify, less charged issue? Is it the reactions that different students have to being critiqued on ESL? Or the long history of racial conflict and struggle in the U.S.? Where are most international students coming from? Does that matter?

2/7/07

Transcribing P14—pg. 24-5, talking about race themed parties, I felt uncomfortable moving forward in the interview after hearing some of these events. Was not sure how to proceed b/c I really wanted to make some sort of comment. This happened frequently when I heard similar comments from people. I think I was (am) struggling with the issue of whether and how, wanting to identify myself as an ally.

Check out ll 437 (p. 14).

2/9/07

Ps15-17: Just prior to these interviews I had a 2 week break in data collection. During that time I began to assess my level of interaction within interviews. Felt as though I was not digging in enough and felt as though I was taking too long to get to the areas involving diversity. When I began interviewing again, starting with P15, I realized that I felt much more situated in the interview and began to focus more quickly and clearly on issues of diversity. I also began to ask more specific questions to get us there and started

feeling less pressure to stick exactly to the interview protocol. This diversion also fit with some areas that were beginning to emerge over the course of interviews in terms of impact of students, issues of power, relationships among faculty, etc. that I thought might be important. I am also beginning to think about how areas of an individual's research interests might play a role.

How often do participants reference power issues as part of these types of situations?

2/11/07

Two new issues:

1. I had a participant raise concerns about protection of confidentiality when I proposed sending the results/discussion to participants; this person suggested that she might be identifiable to the other participants who would also receive these materials. I thought about this for a while and responded that I would be happy to address this concern by sending each participant a skeleton framework of the R/D, with only their quotes in their specific attachment. So P1 would get the bare R/D, which would include text of my analytic categories plus any quotes that were from P1, and P2 would get the same but with a quote in a different spot (P2 only), etc.
 - a. This response was fine, although in conversations with Linda I realized that my developing self as a researcher was being tested in this interaction, in terms of giving away too much power to participants, or not giving the impression that I had thought through many different angles/problems to this work. It also raised a larger issue of power differences between me and my participants, many of whom might be future colleagues, but who now hold power over me as faculty members...even though I hold power as researcher
 - b. So there are a few issues: keeping control of my role as researcher, meaning not to give away too much power unnecessarily
 - c. Keeping an eye on the power issue
 - d. Keeping it more formal; Linda pointed out that at times I can get a bit too informal, and although there is my style, there is also an issue of other people's perceptions and impressions of researchers, and how casual I am may impact how serious people take me, and in turn how much they may be willing to disclose, etc. Many things. Which brings into light the idea of my own sense again of how a researcher is supposed to act. There is an issue of not wanting to exclude people or to be too aloof with people, which is impacting my decisions to be formal, casual, etc.
 - e. I am also noticing that I feel very grateful to people for participating; these are very busy folks with packed schedules, and I feel lucky to be able to interact with them. Yet these feelings that I have can be a bit prohibitive at times as they stop me from going after some questions that I might have. I

have gotten over this a bit as I have gone through more and more interviews, though at times (such as with participants 16 and 17) I felt very aware as I probed for more details about several events that I was a student, asking questions about how they proceeded with certain events. I was/am a student asking faculty members what they thought about and did with other students on remediation; this process felt a bit like I was accusing these faculty of doing something wrong. And although it was not my intention it was a feeling I was struggling with.

- f. But back to feeling so grateful; this is an issue identified by Linda and I as one on which I would like to work: to not be so beholden to folks. There is a cultural or personal, or both factor; I think it is more personal or familial than cultural about not wanting to probe at the painful areas for folks either.
- g. Other areas of growth for me as a researcher that we focused on:
 - i. Framework for seeing self as researcher
 - 1. Incorporating my Jewish identity
 - 2. Developing a stronger sense of self as researcher
 - 3. Legitimacy for asking questions
 - ii. Thinking about how to be more thoughtful, less quick in responding, thinking about how to respond as a researcher

On another note, in the last few interviews (15-17) I noticed myself truly being very curious about what the participants had to say in a way that felt more involved. I began to abandon my strict adherence to the protocol and began following what they were saying, and found myself absorbed. In the case of P 15, who was a person of color, however, I noticed myself working hard to show that I was joining with him about issues related to race/ethnicity. This approach is something that I noticed myself doing with other participants who I perceived as sharing similar values, as I made more summary comments and verged on what at times felt like leading comments. I wonder as I write this about whether I worked in the opposite direction with participants with whom I did not feel so connected; the only ones that stand out for me would be P3, P4, and P7, especially P3 who was my first EA male, and who put me through the ringer a little bit in terms of giving me a hard time (jokingly, I thought) about informed consent, and about not having a webpage of my own. He made some comments as did a number of participants about how they enjoyed helping “students like you” on projects as a major part of my job. So I guess this dynamic was in the room a lot.

Issue #2:

I interviewed 3 (thus far) participants from 2 different sites that had [*aspects of their university changed to protect participant identity*] that included systemic racism. Two Ps were from the same site; both mentioned the [*aspect*] and one asked me not to talk about it, whereas the other did not mention anything about it. How to address this issue in a way that honors the data and the confidentiality concerns of all involved? I can’t talk to

the first P and tell her that I talked with another person from her university (who she referred to me) and disclose that that second P talked about it, because that would violate confidentiality between participants, at least in terms of content. Given that one is a TD and one is an assistant professor there may also be power dynamics that I could tap into as well. Adding more complexity to this situation, another P from another university with such *[an aspect]* also mentioned it, so does that mean that I cannot talk about that data either for fear that the first P would be concerned that I had violated our agreement? How many CPSY programs are there at schools with *[such aspects]*? Three? Four? Not enough, I don't think.

Issue #3: (these have all been percolating, by the way): One participant asked that I not let Linda access her transcript, because she is a new professional and Linda is a very powerful psychologist in our division and in APA. This person's rationale was that she would like to become active in the division and was afraid that she might say something that could hurt her chances of doing well professionally on a national level. Although I wanted to argue with her about Linda's ethical acumen I also felt that it would not be prudent to begin my interview with a participant by arguing over the issue so I agreed to her terms. Linda and I also agreed, although we said as well that I might revisit with that P to see if I could change her mind. Once she has read her transcript maybe she will feel differently about it.

As far as this issue goes, I will email this P and let her know that Linda and I had a discussion about her request and decided that the only thing that Linda will know is the P's REG and her status as either a TD or faculty member. We did talk about my cleaning up the transcript sufficiently to mask this person's identity even more to see if that would fly with her; I might try to do this over the phone to get a better rapport going with her.

2/12/07

Have been rereading some methods the last few days to help with my approach to the data analysis, and realized that I really was not grasping fully the distinctions between Glaser, Strauss and Corbin, Glaser and Strauss, and Charmaz and their approach to the data. Have been moving back and forth among these references, trying to get clear about how to approach the data for initial stages of coding. I am also afraid that I have not done an adequate job of taking notes, etc., for all of my interviews and that I may have accumulated too much data without doing sufficient formal analysis of it up to this point. Yet I am trying to balance the realities of transcribing these things myself, not wanting to get buried in the data or a huge backlog of recorded-but-not transcribed-interviews as well. In terms of coding approaches, it seems as though they have a good deal of overlap; Glaser seems to be articulating a broader scheme of category types that really stood out for me, whereas Charmaz provided a framework for understanding a constructivist approach to GT, which is how I would identify as well.

2/13/07

Including methods update from doc sem presentation on 2/14/07 below.

I had a planning meeting today for a presentation with a fraternity on issues of sexual assault, prevention, and consciousness raising that seemed relevant to the topic of the dissertation as well; maybe this observation is a function of my work to become progressively more aware of my subjective experience or philosophical approaches to my work. I found that on close examination I was unsure of the degree to which I believed in each of the sometimes conflicting convictions that were present in the room. I found myself truly torn between what felt like opposite poles of accountability and engagement. That is, it seemed as though we were struggling with the issue of how to hold the fraternity men accountable for their statements on a facepage that promoted sexual activities with degrading and violent names, while still keeping them engaged. There was a fear among the 3 of us that holding the men overtly accountable might cause them to disengage in a way that our intervention would not be effective, or at least not lastingly effective. Maybe it is an issue of trying to move them from one form of consciousness to another, and if so then any method might work? But my thinking was that in order to keep them engaged we needed to be gentle about the level of accountability, or maybe not go after it in an overt way. Yet the issue of privilege came up repeatedly in terms of our privilege as male presenters, talking with a male audience about actions that hurt a (largely) female audience. Yes, males were hurt, and offended—including me, but the degree to which males were hurt was different, I don't need to explain that. And so would it be perceived (or in fact, just as real) or constructed in such a way that we were essentially giving these men a free pass, by focusing instead on how we were happy to be there, and how they were great to be taking some action, and focusing on all the positive stuff?

Questions for analysis:

- What influences P's actions and interactions?
- Who influences P's actions and interactions?

Potential questions to add to future interviews:

- What is the impact of these events on your professional/personal life?
- What have you found to be the most helpful aspect of integrating diversity into working with TIPPC?

It strikes me that my limited experience as an interviewer, coupled with my subjective I's and my position of relative power/lack of power with my participants impact my constructions of the data in terms of data collection, as well as analysis. For example, how I ask questions and interact with participants is important; I have struggled with how to address Ps on first and subsequent contacts. How I have chosen to address this for the most part is to use the "Dr." title, yet in some, a few cases, I have used people's first names if I know them well and that seems ok. Then if they respond to me and sign with

their first name, then I have usually used that first name in subsequent contacts, although when I have later started new email threads, I have reverted back to the use of the title. In addition, I have been particularly aware of the differences between myself and participants in terms of race/ethnicity around this issue, being careful to monitor whether I am being more familiar with older White males (not the case) and less with younger, and/or women of color, or people of color. I am also attending to the gender factor as well, as I see above and as I think about this issue. Ironically, throwing a wrench in the works for my system of title/no-title decision making, some TD's sign off with their initials. What should I do in this case? I have been inconsistent here. To make matters worse, *[removed because of possibly identifying information about a TD]* Which makes that even more difficult. For the most part I have referred to that person by title, but several times have used the first name.

I have also noticed that at times I am joining with participants vs. eliciting their language and terms; there is a real danger here in my reframing of some of the issues—one participant even said, yeah, I like the way you said that. I thought, That is NOT a good sign. Trying to balance building rapport and staying with participants while not treating them as if they were clients in a sense. In addition, I have noticed that I have a hard time moving on from some topics; some Ps have talked about very difficult, very painful topics and I have felt moved to talk about these with them and offer some empathy, which I have done. I wonder about rewarding people in this way and how that will be impacting the data. Will they tell me about more events, or will this approach move them to respond in a way that presents them as congruent with my oh's and ah-ha's, so as to be more rewarded?

1. Decision about which variation/approach to GT (i.e., Glaser, 1978, 1992; Glaser & Strauss, 1967; Strauss and Corbin, 1990) I will be using. I have been reading critiques and analyses of GT (e.g., Charmaz 2000, 2002, 2003; Cutcliffe, 2000, 2005; Stern, 1994; Melia, 1996) as part of this process, as well as rereading the original authors. In the process I have been also searching for specific examples of how to conduct the actual methods for coding data, which I have found in the works of Charmaz (e.g., 2002, 2003) who provided examples of segments, moving from substantive to theoretical coding, including coding to categories (handouts).
 - a. Glaser (1992) criticized Strauss and Corbin's (1990) model as focusing only on substantive coding and eschewing theoretical coding. He levied an additional complaint that the model developed by S&C prohibited the emergence of the theory from the data, via the use of a predetermined paradigm for ordering relationships among the categories.
 - b. Glaser (1978) provided an in depth "family of coding" guide that I found to be very helpful to think about different ways of coding data; his approach to letting the theory emerge from the data and his strong emphasis on the importance of theoretical coding put me in favor of using

his approach to GT. Although I appreciate the S&C paradigm in terms of ease of facilitating theory development, I am also a bit uneasy about using a preconceived framework for ordering the relationships among the data. As such I am leaning towards following the Glaser approach. Also, Cutcliffe (2000) and Stern (1994) pointed out that Strauss's approach stops at each word and asks, "what if?" (focusing on all possible contingencies), whereas Glaser's approach stays rooted at the data and says, "what do we have here?" (focusing only on what the data reveal).

- c. I appreciate the staying close to the data, vs. stopping for each possible contingency. However, as Charmaz (2000, 2003) pointed out, both founders of Glaser and Strauss in their respective works focus on the idea that what is found in the data is objective. Charmaz (2000, 2002) distinguished between an objectivist approach to GT in which the researchers' job is simply to "discover" the theory as such inheres in the data, and a constructivist approach, in which the researcher acknowledges that process of the research is a one of construction. In data collection, data are gathered in a mutual construction of exploration. During analysis and subsequent sampling and data collection, data are examined in a process that included the location of data in time, place, culture, and context that includes the person of the researcher.
- d. Charmaz's (2000, 2002, 2003) constructivist approach works for me and fits well with the philosophic underpinnings involved in my approach to research and the topic. As such I have chosen to follow her approach and to model my work after her methods. According to Charmaz (2002), constructivist researchers acknowledge that they define what is happening in the data. Also, that the data represent participants' views, not cold hard facts. Researchers should attend to the context of the data, and locate the participants' stories in the basic social process under study; also researchers need to understand participants' subjective meanings.
- e. In addition, she is the only one I have found thus far who has provided actual examples of her work, which has been very helpful. As a part of this decision, I am going to use line by line coding for the analysis. Glaser (1978) advocated using either paragraph coding or line by line, suggested that coding by paragraph is for more advanced users. As a beginner, and as someone who wants to make sure that I have a clear audit trail, I think that the line by line process will be much more clear, easy to follow, and although more labor intensive, will likely give me a chance to learn more about the process.
- f. I am really regretting my decision to not include more people in the analysis team. Although I know that Linda and I will do a good job, there is an issue of small number of eyes on the data. And we could always use more perspectives.

- g. I believe that the decision to pursue this inquiry from a constructivist framework is also consistent with the criteria for trustworthiness, although I do not believe that only such an approach can be trustworthy. However, given the limitations that this study will face in terms of number of analysts, I think that a very clear acknowledgement of the subjective nature of the analysis will be helpful to readers. As such, I decided to be very clear about my biases (see below)

“We are all...unavoidably...in the subjective underbrush of our own research experience” (Peshkin, 1988, p. 20).

2. I would like to spend some time discussing and brainstorming subjective “I’s” that are impacting my analysis of the data (Peshkin, 1988). Linda recommended this article which provided a nice framework for thinking about the topic. Peshkin (1988) noted that researchers must examine and develop awareness of their own subjectivity to provide readers with a sense of where the researcher’s “self and subject became joined” (p. 17), as such a joining impacts all interpretations of the data. In his discussion, Peshkin characterized a number of personal “I’s” (i.e., selves) that he identified as part of his subjectivity. He emphasized the relative and constructed nature of these “situational subjectivit(ies)” (p. 18). He also noted that some of his different personal “I’s” were unsurprising, but some were surprising, and that he was transformed in some ways (i.e., had some new I’s develop) as a result of the research process (also noted with greater attention in Peshkin, 1985).
 - a. Peshkin (1988) suggested looking for clues in the analysis or in interviews
 - i. What are the hot and cold spots?
 - ii. What are your positive feelings? Negative feelings?
 - iii. What experiences did you want more of? Less of? Want to avoid?
 - iv. When did you feel moved to act in roles outside or those necessary to fulfill research needs, or beyond the limits that you had previously set?
 - b. Peshkin (1985) argued for the utility of examining the changes one makes in the proposed title(s) of a study as a heuristic for understanding the ways in which a researcher is transformed during the research process. He suggested that entering into a body of data and/or a field with no preconceived notions leads to change, deepening perspectives on the field, and an evolving relationship and ultimate understanding of the data over time.
3. Subjective “I’s” that I am currently considering:
 - a. *The Eagerly Antiracist I*:
 - i. I have noticed that I have a hard time moving on from some topics; some Ps have talked about very difficult, very painful topics and I have felt moved to talk about these with them and offer some

empathy, which I have done. I wonder about rewarding people in this way and how that will be impacting the data. Will they tell me about more events, or will this approach move them to respond in a way that presents them as congruent with my “oh’s,” and “ah-ha’s,” so as to be more rewarded?

b. *The Joining I:*

- i. I have noticed that at times I am joining with participants vs. eliciting their language and terms; there is a real danger here in my reframing of some of the issues—one participant even said, yeah, I like the way you said that. I thought, That is NOT a good sign. Trying to balance building rapport and staying with participants while not treating them as if they were clients in a sense.

c. *The Social Justice I:*

- i. I believe that I have a bias in which I am attributing value to the extent to which folks include diversity in TIPPC? Because I think that I do. For example, during my interview with *Participant*, I realized that I was beginning to write this person off as well and was thinking about not asking some of the core questions because I felt that I already knew how he would answer the questions. In addition, I felt as though I was beginning to judge him and his ability to be a good trainer and again was feeling some anger towards him. The more I think about the process of including diversity in the process of TIPPC the more I am aware of how difficult it may be, though of course that would depend on the individual. I think that I assume that Euro Am males will have the most difficult time

d. *The Uneasy About My Own Racism/Sexism I*

- i. I have a good deal of fear/nervousness about being exposed as a racist when I am talking about diversity. In the cultural competency trainings that I have done, I have noticed a phenomenon in which White allies sometimes try to focus on or find the White person in the room who is the least sophisticated about racial issues and then go after that person, “educating” that person. Although I think it is useful to be educated, I also wonder to what extent that stops folks from examining themselves. I know I’d rather not go poking at my own painful areas when I don’t want to and even though I have been doing some good work in this area I am still terrified at what I will find at times. So am I doing that with this participant? In my interviews? Am I more attentive with people of color about these issues? What are my assumptions about how people of color will answer these questions? Where is gender by the way? And social class?

- ii. A different example: During transcribing I realized that I was not asking Ps to focus on REG or other aspects of diversity until about 25-30 minutes into our 60 minute interview, and wondered at my own willingness to address these issues. Thinking about it I realized that I was spending a good amount of time building rapport before moving into the area. I think this approach is ok given the sensitivity and my relative newness to these folks. Although on further reflection I do not think the issue is so simple as that, and that this requires some more thought.
- iii. A third example: Check out how I talk about some Ps' definitions and answers: "A number of folks talk about defining/clarifying diversity. What are some common features of their identity? Are there ideological differences between people who jump right in (i.e., have endorsed a more common, accepted, discussed prominently in the literature definition of diversity) and those who pause to define their terms? Or to what extent are such definitional sidetracks the outcome of my using the one word 'diversity?'"
- iv. *Participant* raised the issue of how the study was described made her think that we might be talking about RE minorities with deficiencies. This totally caught me off guard. Example of blind spot, wow. In the interview I became very nervous as though some internal racism on my part was exposed. Because not being racist is such a core value for me, I think I immediately became concerned about both how I was being perceived by a person of color (in terms of my privilege and my ignorance) but also in terms of my self-worth. Connecting to these core values and wondering about my internal racism. (added on November 9, 2007): After reviewing the transcript of interview with *Participant*, I realize that this "Subjective I" for me really impacted my ability to stay concentrated in the interview and to follow up on promising leads in the conversation. See LL 289 in *Participant* (p. 9). Potential for much lost data here, and blending with the *Inexperienced Interviewer I* (below):
- e. *The Inexperienced Interviewer I*:
 - i. I have a tendency to get sidetracked, or lost, or not ask deepening questions. I have seen myself get progressively better at this but I know that I missed a lot of great opportunities and may need to go back. For example, at the beginning of the interview with *Participant*, prior to turning on the tape recorder, he answered the phone with his name and said, "David! Let's go!" which to me indicated that he did not want a long preamble about the weather, etc. So I jumped into the introductory comments and moved right through. Thinking that this guy is testing my skills to be present in

the moment of interview, as I try to manage the interview while also probing to decode some of what he is talking about. I found this very difficult because I found him to be a huge long talker as well as a vague talker, and so it was a matter of trying to contain his responses, probe more deeply to get the insider knowledge necessary and then continue on with the bevy of questions.

- ii. *Participant* asked me about my definition for a few things, including remediation (pg. 11). I realized that my interviewing skills are subpar in that I gave a very biased definition of remediation, a very-strengths based approach. Wish that I would have been more neutral and that I would have had definitions for many of the constructs in this inquiry prior to conducting interviews. *Note: Should I use this as an example of why I am going to the trouble of delineating subjective I's?*
- f. *The Student I:*
 - i. During the interview with *Participant* I definitely enjoyed talking with him, although I also struggled to keep him brief in his answers. At times I felt very aware of the student—faculty dynamic between the two of us, as I felt like I was receiving a lecture rather than part of a conversation between two people. Other Ps brought attention to this fact. For example, *Participant* started talking about working with young people, essentially on remediation, and then as he initiated a discussion about how I did not have a web presence he mentioned that he helped young people with those things. Having some fun at my expense? Establishing trust? Hierarchy? Not sure.
 - ii. How does this impact my approach to the interview and understanding of the data? To what extent does my identity as a student impact how I perceive the data during collection and during analysis?
 - iii. One thing that occurs to me is that I am learning from my participants. My understanding of issues of diversity is becoming more complex as I continue to talk with participants, which in turn is affecting my analysis of the data. Interviews with some TDs and faculty who have thought very deeply and for a long time about these issues is helping me construct categories and identify different aspects of other interviews in which the conversation might not have been so complex
- g. *(Added on November 11, 2007): When coding P22, I asked the question of the research team as to whether the 3 of us had an image of “international student” in our heads, and it turned out that we did. And we all had a similar image: that of an Asian student.*

- h. (*Added on January 7, 2008*): Subjective “I” section of the paper: I raise the issue of international students with *Participant* (LL 463-466):

“P: I’m not sure exactly what you’re asking here I guess.

I: Ok. Actually, I want to go back, cause I, I, may have used the phrase *cultural problem* and I really did not mean to imply that cultural differences are a problem. I meant to say more there’s a—there’s a you know, a student is struggling to achieve competence and the question is, is this something that is the result of cultural differences?

P: Right, right, yeah I understood that that’s what you meant. Not necessarily that culture’s a problem, but I just get there’s a cultural overlay to every student’s problems.

I: Right, right. Well, I guess I wonder you know, when you think about students who are from—who represent different aspects of diversity, are there, are there some students, are there different aspects of diversity that make it easier or more difficult to point that out and say, “Oh, well this is clearly because this person is from a different country, and there’s that issue of”

2.14.07

Linda today told me that she had interacted with 2 TDs at CCPTP who told her unsolicited that they would have given me more info if I was a faculty member, but the fact that I was a student made them hold back; they were very aware that they were talking to a student about the issues of the dissertation. This is a limitation to the study that we need to keep in mind.

2/15 notes on interviewing *Participant*:

We had a long conversation about confidentiality prior to the interview (and subsequently not on the tape) in which this participant cautioned me several times and asked me to be careful. She also asked me two questions before beginning; one was that the program did not have policies on diversity and TIPPC and that she had no time to look for one, and then also talked with me about her concerns about confidentiality. This felt very much like a student-faculty conversation wherein I felt like I was getting a lecture and that she may have been working to set some clear boundaries about power. Perhaps not. I began to feel a bit distracted about the time, however, because we were spending a lot of time up front and I wanted to get going. With this participant I also learned more about my interviewing style because her pacing was very, very different from anyone who I had previously interviewed. After she would finish with a sentence, she would pause. And then I would say something, and then she would continue on with her thought. After a while I began to realize that she was actually not finished, just pausing, being thoughtful, collecting, and I realized how much I take pacing for granted, or how much other participants are stopping once I start in with a new question. This P was also silent a lot and it felt hard to know or guess what was going on with her at the other end of the

phone. She was a long talked *and* a slow talker, and I was very hesitant and actually not so able to interrupt her. Difficult, challenging interview.

2/25

Cleaned one page of data from *Participant* for consultation meeting with a GT expert on campus. Will have meeting tomorrow, 2/26. In the middle of this process I have been also working on a presentation at a fraternity with Jon Davies and Tim McMahon, which has been raising a lot of issues of power, listening, collaboration, etc. And I have been diving back into GT methods texts to learn more, trying to prepare for this meeting and for data coding.

Although I have not yet fully analyzed the data formally with the research team and I have interviewed 19 people, I think I am all right in terms of coding. I was afraid that due to theoretical sampling, I would need to be coding the whole time and redirecting subsequent interviews, but actually as I think about it I am also thinking that it will be nice to have a larger body of data, rather than subsequent interviews that get shorter or more focused. Plus I am thinking that I can either go back to ask additional questions of some of my existing research participants and/or ask remaining ones the new questions when such arise. A third option is to go back into the data and look again. Likely all three will be used.

2/26/07

Began coding this afternoon during a consultation for GT with Mary Fechner, Deb Olson and Linda. We coded one page from *Participant* all together; great learning experience as each of us coded the page differently and then talked about it. Some things that came out of the meeting: asking questions of the data, asking about what is and is not there. Example: "this data is about making decisions about whether a person is competent or not; what factors help make the decision?" "Benefit of the doubt...what does that mean—is there a standard of measurement for student functioning that is at play? What are the implicit vs. explicit values here?"

During this analysis the people in the room examined all different aspects of the fragment of data; marking it in terms of who the P was talking to, content, specific terminology, inferences, asking many questions.

Potential areas to explore for the dissertation:

What are the ways to appear as though one is culturally competent? Do people have ways of trying to have a culturally competent face when their MO is status quo or to ignore culture? How much do their projections of who I am and what I look like play into their answers? How about the fact that I am a student? Are they setting up straw men? Is the standard of skill level cleaner than culture to deal with?

See also coding guide as it is developing.

3/1/07

I began formal coding on 2/27/07, the day following this GT consultation; decided to get into my data a little bit even though I still have about 4 interviews to transcribe. After the meeting I was fired up and ready to go. As I began examining P1's transcript, I decided not to go line by line initially, but to examine it paragraph by paragraph; during the GT session I noticed that I tended to get a bit lost in the line by line coding, which was an impediment from stepping back from each paragraph and asking questions about what was happening. So I decided to develop the following approach:

1. Go through the transcript paragraph by paragraph and incident by incident
 - a. Ask questions, lots of questions about what is happening in the data?
 - b. Constant comparison of incident coding with earlier incidents
2. Return to the data to map the incidents and develop a concept map

I am striving to do these as much as possible, though of course some incidents may overlap or be spread across the transcripts. As I continue to code P1, I realize more and more what is meant by "being playful" with the data; examining it from all angles (sort of like Strauss' model) and asking many questions about what I see, what I don't see. Looking at terminology used, trying to identify assumptions, trying to be curious. And as I go through and be curious about the data, more and more of myself comes through, which is helping me to understand how my eyes and Subjective I's are involved in the process; my experiences are dictating the kinds of things to which I attend and the types of questions I tend to ask. As an example, I have noticed that I am paying particular attention to the following themes in this analysis of P1:

- Values—what are the implicit values driving her statements/actions?
- Power—how is power impacting the situation, is it discussed openly?
- Location of the problem (from earlier project with Linda and Nancy—it's in my mind as I approach the data—should consider writing about the "Already researched this some" I)
- Naïveté of participant (self described)
- Possible Definitional clarity issue (see Location...)
- Importance of the person of the P in the conversation, potentially around self-perception as educator
- Collegiality and how this impacts decision making and process

3/10/07

Email exchange with participant:

From participant:

>> Dear David,

>> I very much enjoyed meeting with you and learning about your dissertation project

during my interview this morning. Although I think that you did a wonderful job establishing rapport and assuring me that my responses would not be printed without my explicit permission, I left the interview feeling somewhat vulnerable. It was difficult for me to respond to the interview questions without providing quite a bit of identifiable information about my particular program. Similarly, it just didn't feel "right" to me to discuss specifics of some of our students with somebody outside of the program who doesn't have the larger context in view.

With regard to the link between remediation and diversity, I also feel uncomfortable with my choice to respond in ways that attended to issues with "diverse" students, which (out of context) seems pathologizing. I do not feel that you led me to these responses in any way, but am wondering if explicitly making a distinction between issues with "diverse students" and "diversity in the curriculum in general" might be helpful. Other than that, I do not have any suggestions at this time for how you could ask the questions or conduct the interview differently, but just wanted to alert you to how I am feeling post-interview.

My initial response:

> Dear ____, thank you for your very thoughtful and thought-provoking reflection on our interview today. I too enjoyed our conversation very much. As I read your comments, my mind went in several different directions. I would like to take a day to think through those before responding. I do plan to respond more substantively, and wanted to send you a quick note about my process to keep you informed.

> Thank you again for your candor and thoughtfulness throughout this process.

More later,

> Dave

My later response:

Hi ____, thank you again for your thoughts about Monday's interview. First, I want to reassure you that the sensitive nature of this investigation makes the confidentiality of my research participants, their students and their programs my highest priority. I hope the following three methods for protecting confidentiality will address your sense of vulnerability. First, as stated in the informed consent, you will have an opportunity to review your interview transcript to ensure your comfort with the level of detail that you provided. Throughout the process, you will be able to communicate directly with me or my advisor about specific concerns related to confidentiality. Second, during data analysis, my focus on patterns of responses will create additional protections of confidentiality because I will be describing themes that run across the 25 interviews. Finally, you will have an opportunity to review and comment on the initial draft of my results and discussion. Thus, I see three distinct opportunities for both myself and my

research participants to attend carefully to concerns that the multiple layers of confidentiality (self, students and program) are protected.

I would like to respond also to your concern about not feeling “right” to discuss your students in the absence of the larger context. Given my theoretical commitments to understanding processes in their systemic and ecological contexts, many of my questions were designed to gather such information. Yet we both know there is no way to gain a sufficiently deep understanding of a context over a one-hour interview. So I appreciate your concern and will be recognizing this limitation of my methods in my analysis as well as pointing to it in the writing of the discussion.

As for your concern about the link between remediation and diversity and the potential for pathologizing: When I think about the intersection of faculty conceptualizations of diversity and trainees identified as having problems of professional competence, I think about multiple possibilities [e.g., faculty’s (a) reluctance, willingness, and/or eagerness to identify trainee problems, and (b) potential for complex understanding of diversity applied to student, faculty and systems interactions, and (c) potential misunderstandings or abuses of power in cross-diverse configurations in training dyads and groups (e.g., supervision, mentorship)]. From the beginning, I have been aware that some faculty may look at this intersection and (inadvertently or not) pathologize students’ diversity. If that is what some faculty are doing, then this needs to be documented. However, my data also include discussions with folks who are examining this intersection in a variety of complex ways. For example, the issue that you raised about the potential for pathologizing “diverse” students means that there is a more complex picture to be told regarding faculty conceptualizations. That, too, will be part of my analysis.

I appreciate that you found that I did not lead you in any way to these responses. I have been aware of this possibility and have tried hard to create open-ended questions that allow research participants to take their answers to my questions in any direction that they would like. As someone who is deeply committed to diversity and multiculturalism and coming from a constructivist-interpretivist theoretical orientation, I believe the continuous examination of the wording of my questions and the style of my delivery is important. I have continued to consult with Linda about my role as an interviewer and will be attending to these issues during my data analysis.

Thank you again. As I mentioned during our interview, I am open to further dialogue. Your scholarly work has informed my own professional development and I will be very interested in your feedback on the draft of my results and discussion when such are ready.

Best regards,

Dave

3/01—3/15: Am thinking about data analysis, talking with Linda, coming to the conclusion that we really need to broaden the diversity of our research team to give us more perspectives and more eyes looking at the data. I have asked M to join us and she has agreed. Now the next steps are going through IRB and then to participants. Wondering how this will impact their willingness to participate and also my potential standing/reputation as a thoughtful person, yet I think that it is too important to let it go especially since we are so early in the analysis process.

3/16/07

Transcribing *Participant*

Issues of naïveté coming out p 16.

Pg 17 question at top of page. Wow: "...living in the South where um, where these issues have historically been such volatile and, and difficult issues for the society is, are we developmentally at a place where, where the level of conversation, the issues that we're dealing with are very different than they have been historically...as we make progress in some areas does it mean that there are now sensitive issues and discussions being had that we just developmentally weren't ready for before?"

Amazing question. Had not heard it framed that way before.

Note: at the beginning of this interview I did not even ask the specific questions leading to diversity. This participant just went there on her own, right away. Seemed like she was very eager to talk about it. Given the content of the interview I would say so. Need also to think about the fact that she is an *type of professor* and not a *type of professor*, someone who works primarily as a clinician and not as a researcher. Important in context of her interview? Should we examine amount of clinical work as an aspect of our analysis? Position for sure; some faculty have talked openly with me about feeling free to say what they want b/c of their status as senior faculty. Others have commented on their place within the hierarchy or institution.

LL 740-742: FERPA issues.

3/17 *Participant*. How do people describe themselves? Is there a difference between how EM and EA talk about themselves? Do people hone in on RE in ways that are different from G? I am noticing as I transcribe *Participant* that she seems to have an almost apologetic tone to her description of her own RE and social class. Do other EAs do this? What might this suggest? This seems to be an area where the perspective of the investigators would really have an impact. I am thinking about Utsey et al.'s findings and Bonilla-Silva's findings. How might I have read those? How might we think about categorizing those? It raises the issues of engagement vs. accountability for me in the sense that presenting this phenomenon (if it does exist, need to go back to the data to see more) in a way of saying that EAs talk about their privileged backgrounds as "unfortunate" because they are not full of culture/ethnicity/whatever, and talking about

that as defensiveness or covert racism or whatever might be one way to talk about it. But would that be accurate or just one read? How might that turn people off so as to not think about it? What is the way to talk about that phenomenon with any degree of accuracy? Thinking about WMWP phenomenon. Also thinking about myself as a EA, Jewish student and the issues of power as a researcher, particularly in this instance with the power to name this type of phenomenon. Glad I have other members on this team.

Participant. LL 913-920+ seeing the issue (also raised by *Participant* I think) of wanting to be trusted, needing the space where other people give her the trust that she is trying to understand. Importance of safe environment to explore these issues.

3/19/07 Transcribing P17:

Thinking about analysis: when or in what part of training do students most typically get identified as having problems?

Issue about sooner vs. later, and quickly vs. slowly

Issue about benefit of the doubt (see also *Participant*) (LL 129-133)

3/21/07 Transcribing *Participant*

LL 248-250: And so you talked about the student of color having problems with clinical skills. To what extent do you think that her either, her gender or her race/ethnicity or other aspects of her factored into the problems that you all were observing?

This seems to be a leading question on my part. Need to think about how asking such questions, similarly framed, may very easily lead participants to make an association between REG and TIPPC. I am trying to get at underlying assumptions but I do not think that I phrased this question at all well.

4/07/07

Had meeting with dissertation analysis team Linda and M on Thursday afternoon (4/5). During our meeting we discussed different approaches to sharing the analysis and serving as auditors for each other, and decided that we would split up the transcripts equally between M and Linda. I will read all transcripts, so that each transcript will have 2 readers with the third person auditing the results. This third person will also help resolve areas in which the 2-person team disagrees about the coding of a particular concept or idea. We discussed approaching the analysis from a social constructionist perspective, discussed how our different life experiences and perspectives would enhance our team analysis of the data. We agreed to meet weekly for 2 hours and to analyze one transcript per week. In the interim, I will review our work between meetings.

We agreed to use active words when possible to code concepts, and to attend to (latent

and manifest) process as well as content in the data. We decided that we would try line-by-line coding at first and that coding could be more literal or process oriented based on personal approach. Finally, we agreed that we would not review the entire transcripts at the beginning, but would instead review transcripts from the first mention of diversity until the final mention of it. Later in the analysis process we will go back to examine other parts of the transcripts as needed. However, each analyst will read the transcript in its entirety.

4/7/07

Was contacted by another research participant with concerns about the confidentiality of her transcript. I responded to her concerns with virtually the same email that I used for the previous participant (confidentiality section only).

4/10/07

FORMAL BEGINNING DATE FOR DATA ANALYSIS

Beginning formal data analysis with group discussion

Process: in talking over transcripts, we discussed broad concepts first and then moved to a line-by-line and incident-by-incident discussion.

4/12/07

Transcribing P17—note: I have noticed a few Ps talking about using their privilege to help others, finding opportunities to exploit their own privilege. Possible code?

Raised issue of timeliness, sense that other students in the program wanted them to dismiss impaired students more quickly. Also talked a lot about context of program, high number of students of color, perceptions about race vs. “actual” skill problems.

4/21/07

Transcribing P18—I am noting a few instances in which she seems to be getting very careful, changes in speech patterns. Notably LL where she has long, long pauses followed by rapid speech, and LL in which she is very careful to talk about diversity and refers back to my definition—stating, “the definition that you gave of diversity,” which just makes me wonder about her level of comfort talking about these issues.

4/21

Transcribing P19—noting how she initially answers the opening question on diversity—focusing on problems related to diversity issues. Make sure to examine how other Ps are reading/understanding the opening question. Might be an interesting category.

Question: does the focus of the program (research vs. practice) matter to TD/faculty in how they think about remediation and defense? In other words, you can rationalize remediating or dismissing someone on the basis that they might go out and harm the public. Seems easy to defend in terms of existing case law. Same for someone from a research program who says, I never want to work with the public? How is it different?

Question for follow up or future investigations: Would you think about approaching trainee remediation differently if the student was clear about wanting to be a researcher, versus wanting to be a clinician? Would the type of problem and the stated career goal be part of your thinking process?

Question: does anyone raise the issue of faculty competence in working with students? Distinguish between supervisor and other outsider (yet connected to the program) competence and faculty/peer competence.

Question: ability or willingness to examine self? Others?

4/25/07

transcribing P20

LL 430-435: she is talking about the faculty getting informed of student dissatisfaction with the program. Should we examine this as a category? Seems like many programs are getting this kind of feedback, though some are getting it directly b/c they ask for it, some get it when students put a document together and deliver it, some get it when students talk to a third party (e.g., APA site visitors) or an anonymous survey. What factors are related to how faculty get informed about this?

Composition of student body (e.g., high percentage of students of color)

Location in the country

Research/attention of faculty

Level of perceived trust between students and faculty

Level of faculty openness or perceived openness

Types of invitations for feedback (e.g., direct from faculty, direct from APA site visitors, indirect through anonymous surveys)

5.12.07

Analysis of P3: Notes

Methods process:

We began by coding individually, followed by a meeting for group discussion. Two readers served as coders for each transcript, with the 3rd member of the team served as auditor. I was always a coder, whereas Linda and M took turns alternating between coding and auditing. In our group sessions we addressed each transcript by discussing

each incident (separate topic) in the order in which the participant discussed it. We frequently found that some concepts (e.g., approaching knowledge of or attention to diversity passively/actively) were represented in a number of places throughout the transcript. As such, we chose to identify the concept by discussing other incidents that were similar; some of our discussions did not follow sequential movement from one incident to the next. However, once we were finished for that concept we returned to the original site of departure in the transcript to pick up the next incident. We did disagree on a number of occasions and asked each other to clarify thought processes until we could reach consensus.

Following coding discussions for each transcript, I then formatted a coding summary for each participant. The summary was conducted as follows:

1. Read through the notes of the group discussion and individual notes
2. Enter overall brief description of participant including REG, other disclosed aspects of diversity (e.g., sexual orientation) as well as number of years in the profession.
3. Enter concepts as they appear throughout the transcript, starting with the group discussion notes, and then including individual notes from process notes and transcripts

Note also any questionable language as an example of lack of investigation into the power of language. Could it be an issue of unexamined privilege? Connected to passive approach to diversity awareness? Example— *Participant*: “I think consistent output is more pleasing to the natives than whatever else” (LL 598-99)...and *Participant*: “The minority faculty—the Black faculty—went bananas over that” (LL 1366-1367).

5/13/07

Attending to the concept of *happens to*: examine how participants are talking about diversity, whether they use this phrase or not. What is it used for? To describe naturalness (i.e., actions are neither purposeful nor intentional), disconnection (i.e., the composition of relationships, interactions, statuses are not connected to REG/SES etc.) or something else?

5/22/07

Focus on process, not conceptual description.
Comparative methods

6/18/07

Have been working with Linda and M on coding participants for the last few weeks. We

have generally taken 2-3 weeks per participant, going slowly through Ps 1-5. At this point, what I have done is taken notes from our discussions, my notes, and all 3 of our coded transcripts (2 coders, one auditor) and any other notes that either M or L has made, and then used all those materials to construct a coding summary.

Over the past week, we met to generate some more codes from our experiences of coding Ps 1-5, and include other areas of knowledge that were part of our theoretical sensitivities (preexisting theories and approaches that we are bringing into the data analysis). Some of these include:

- Attending to where participants locate the problem for TIPPC (is it in the student? In the system? Other aspects of the ecology?)
- Bonilla-Silva's notion of rhetorical incoherence (examining language patterns, and how participants get more vague vs. specific, direct vs. indirect, etc.). Specifically looking at when Ps change, including passive vs. active language. Noticing that some change even mid-answer, or start out very clear, and then get vaguer as they continue to talk.
- When standards are vague, they can be used to flex to the disadvantage of people of color or representing other disadvantaged groups (e.g., women, LGB folks). Similarly can be used to avoid engaging in certain conversations (e.g., we can't talk about that because we just don't have the language to do so, can't operationalize the terms or goals). However, those same standards can be used to the advantage of a person already in a position of power
- Examining the differences in power, privilege and vulnerability in different types of dyads (e.g., Cook, 1994; Priest, 1994; Steward & Phelps, 2004)

Following this compilation of coding summaries, and our meeting to generate more codes, I worked to generate more codes from the coding summaries as well, and am meeting with M (with Linda auditing) to move our lists into a more comprehensive list of codes with which to begin examining the remaining transcripts. What has been exciting is that over the weekend I was working on these and read a few other transcripts, looking for other instances of our codes (e.g., colorblindness, using one's self as a tool to understand the role of diversity in TIPPC, seeing how other Ps defined the issue, seeing issues of diversity impact and/or generate existing conflict among faculty) and found a bunch of different and varied examples. So I have hope. ☺

Thus far then, the process looks something like this:

1. Coding: me plus one other, with the third team member auditing
2. Generating coding summaries (Ps 1-5). Following coding summaries, we decided to become a bit more specific in our approach, to be more explicit about our constant comparison and examine how different Ps compared on similar incidents. We have also been examining and generating a list of within P contradictions which is a potential category.

3. Generating a list of assembled codes to use for the next 5 participants as a mid-range strategy, trying to develop some initial categories so that we can examine more data to see if we can flesh out the existing categories (and discover other categories that are not yet developed). We will be mindful of the risk of fitting all further data into the existing categories that we have. We will check to make sure that either we have new categories at the end of the next 5 participants, and/or that we have moved and shifted our categories around a bit. At this point we have generated a huge list of preliminary categories (out of many, many, many codes) and so I have no doubt that we will continue to refine, reorganize.

Another thing that I've noticed is my changing understanding of the phrase *diversity in trainee remediation*. I am not yet sure what the newer, more exact term might be but I am beginning to feel as though this phrase feels inexact. Also, noticing that typically participants are only attending to several aspects of diversity in the moment. When asked for their definitions, or for the aspects of themselves that they consider as diverse beings, many participants (perhaps *most*) give a fairly comprehensive definition. Yet when we come to talking about specific instances, or asking more targeted questions about trainee remediation, most participants are focusing on one or two areas (after examining 5 transcripts in depth). In addition, one of the findings from the pilot study is that participants typically focused on one or another aspect of diversity (either RE or G) but not an integration; in the pilot, only 1 case out of 40+ had any discussion of an integration of aspects of the individual (religion and gender). Same thing happening here.

08/08/07

On an administrative note, I have not heard from M since *awhile ago*, though I have now tried to contact her *several times*. My most recent attempt was yesterday morning at 9am PST with a phone call and email. On a personal note, I hope that she is ok. On a professional note, I hope to talk to her soon so that we can continue the work. In the interim I think this process of going back and shoring up the categories can only help.

Continuing on with analysis. I am now going back to the transcripts that we have analyzed (P1-5 and about half of P21, plus using M's notes and my notes) and, using the list of assembled codes from the coding summaries, fitting in specific data from each participant, using the transcript and the individual summary. I think this process will enable me to fill out the codes a bit more and facilitate examining the next transcripts.

09/01/07

Have been in touch with M and with Linda; we decided that due to scheduling difficulties that I would work with M on coding the next few transcripts and that Linda would then audit those through conversations with me (in which I related convos with M) when Linda returned, and then we would reconvene as a group and reinstate the 3 way

conversations. Have coded 7 transcripts at this point (1-5, 10 and 21) and am now working on P18 (the final P from the same place as P3, 5 and 21).

Working to continue with overall analysis in the hopes of generating cleaner codes and a swifter coding process; I am looking at the list of the assembled codes and inserting quotes to substantiate the codes as well as continuing to use constant comparison to nuance/change those codes with other Ps. Then I am moving back and forth between the longer document with all the quotes and a shorter document with codes only (to be used together for future write-ups to try to generate a manageable code list for our future coding).

11/18/07

Coding summary on P22, noticing that the analysis is continuing to move along through our process of coding each transcript. Although we are still in the process of generating a formal list of all the categories, we are continuing to compare and contrast within and across transcripts as we look at each one individually.

Social constructionist moment in my interview with *Participant*:

"I got the sense that considering client safety was one of the major things that helps you differentiate between how much we're attending to context versus competence. Would you say that's the major one? Yeah, that, you know in this particular situation it was the major one." (LL 479-487)

ARTICLE IDEAS

- Impact on peers (P9, LL 434 and many others)
- Confidentiality (P22, LL 610-652, others)
- Comparison—between Ps who do not include MC competence as critical component of competencies with those Ps who do—looking at how they talk about professional standards
 - Are EM students ahead on those competencies?
 - Does anyone talk about EM students begin strong or weak in this area of competency among all competencies?
 - Do these 2 groups talk differently about the relationship between professional standards and social address?
 - Is it the same/different?
 - Is it vague/clear at the same or different times?
 - Other language issues?
- Age/training cohort analyses

December/January 2007-2008

Difficulty:

1. Fitting in P1's observations about seeing students struggle with culturally related parts of themselves. Maybe should lump together with university/program climate? Especially EA students struggling with raising RE issues.
2. Figuring out the section on seeing some problems more easily as having diversity component.

Thoughts:

Talking about actions faculty take around TIPPC and diversity

1 is to examine themselves and each other to check out biases

1 is to listen to student concerns

1 is to raise the issue with student directly (P2) could this be related to the type of student problem, and who the faculty is and who the student is?

Meat of dissertation analysis:

4. Different approaches to incorporating diversity and how those are connected to general discussions about diversity
 - a. Concrete steps to address diversity
 - b. No steps
 - c. Conflicting issues
5. The role of language
6. Contradictions

Examining movement in language—when TDs move from clear to evasive, vague to specific, direct to passive.

Colorblindness—summary of variations

Approach to understanding and assessing as one category, taking action as another category—what do participants and their programs think about re: TIPPC? What do they do? What are the external influences (e.g., individual differences in thinking about diversity, program culture) on them and the students?

Coming to ultimate decision point? When? Where? How?

How might some groups of TIPPCs raise different questions and concerns for Ps? Are there questions around legitimacy of difficulties?

Examining the degree of cultural rootedness that exists in professional standards and expectations and then choosing to use those standards are two different, but related things. How to organize?

January 4, 2008

*From *Participant* coding: Our commitment to social justice has outpaced our conversations and understanding about social justice. Lived experience has outpaced our cultural competence as a profession

What is the general impression or interpretation of what this question about the intersection of diversity with TIPPC means/refers to? COMPARE/CONTRAST among all participants—how do folks initially answer the question?

January 7, 2008

Having compiled completed coding summaries from Ps 1-5, 9, 10, 12, 15-22, ($N = 16$) I reexamined the analysis questions generated in the course of our team conversations about the data. Note that these questions were in chronological order, so I was reading questions that were progressively refined and based on more and more data and analysis. I then loosely grouped participants by time of coding and time of summary, reexamining the most recent ones first. My rationalization for doing so is that our analysis deepened over time because of the constant comparison process; that is, we had a collective team memory (with individual variation and contribution) that enabled us to compare current participants with those earlier coded. I believe that by examining the more recent ones first, I would then be able to go back to the earlier ones to look for confirming/disconfirming data.

1/15/08—1/19/08

Progressing through coding. I used the conversations to develop codes in the transcripts, including developing categories as we progressed through the conversations. Following this process I created formal “coding summaries” of each participant, including the specific lines from which the category was drawn and specific quotes that we thought were powerful.

Following this process, I then reviewed coding summaries, 3-5 at a time, to look for similar and different categories, combining participants’ responses into larger groupings of summaries of 3-5 participants (e.g., combining codes for P10, 14, 20, 22). In all cases except one, I kept all participants from the same university in the larger combined group.

I then examined these larger combined coding summaries for existing categories that could be combined, refined, nuanced. I found myself coming up with the following questions and processes that were posed and answered in the data, such as:

- Making a decision about where problems are located (in the system, in the student)
- What helps make the decision about where to *locate* the problem?

- Examining situational factors
 - What helps make the decision about where to *look* (i.e., *how* to examine) the problem?
 - What are some of the questions that are asked?
 - What are some of the answers to those questions (i.e., what have participants concluded)?
 - What are some of the responses to the answers found?
 - What are some of the outcomes of the processes used?

This work was developing as I was in the process of putting together job talks and presentations on this research. I engaged in several practice job talks at my internship and received feedback on the results (presented as tentative).

Making decision about whether to focus only on diversity intersection with remediation or all points at which participants mentioned considering context. I decided to focus mainly on the intersection, although I included information about whether a program looked at context when considering remediation; figured it would be useful if not in the dissertation write-up, then certainly later; also though I think it is useful in the dissertation, because it could be coded under factors that make consideration of diversity variables more likely.

If there is a *process* that generally involved taking an explicit look at the program and the context then I did include that, and will talk about that as providing a natural window into examining the context when diversity is part of the picture. Of course, diversity might make it more difficult to examine the context for a variety of other reasons, such as faculty conflict, etc.

I identified a possible and fundamental assumption that problems at the intersection of TIPPC and diversity are in part caused by the training ecology. Only just now did I think of this assumption and generate a category for problems at this intersection that are latent in the student (e.g., that Ps have talked about, due to the region of the country and racism in the student's upbringing—e.g., P1, P2, or religious reasons—e.g., P12, or multiple identities of varying degrees of privilege and acting on one's power—e.g., another participant)

02/04/08

Focused coding meeting with Linda and M. Discussed categories and subcategories, made some revisions and clarifications. Will meet next week, reviewing transcript from P7 in line with these existing categories (will also finish with focused coding category "responding to the findings of their investigations").

02/10/08

Additional changes to categories since our meeting:

IN "PROCESSES FOR EXAMINING THE INTERSECTION"

1. I split the category "conceptual processes for examining the intersection" into 2 subcategories of "conceptual" and "active" and then renamed the category "processes for examining the intersection." Note that this category used to "conceptual models for examining the intersection" and even prior to that was "methods for examining the intersection." In our last meeting we talked about how these were actually processes. In rereading the categories I was remembering our conversation about the different types of processes at play and felt that whereas "using a colorblind continuum" and "considering an absolute standard for evaluating competency" were more conceptual, "active engagement with colleagues and students" seemed to be more active.
2. Changed "colorblind continuum" to "using a colorblind continuum"
3. Changed "waiting it out" to "extending the process of examination" and combined it with that subcategory, formerly in "outcomes."

Changes made as a result of our focused coding meeting:

Removed the following section from "factors that affect ease or difficulty of raising issues of diversity" (in subcategory "multicultural competence of the program: Demonstrating values"):

Using specific tools for examining diversity generally

Using the ADDRESSING model (specific model from literature) (403-404) *Participant*

Reading literature on culture from related fields beyond CPSY (409-413) *Participant*

Not understanding my question (490) *Participant*

Not able to articulate or respond to direct question about a model despite being offered examples of models (490-505) *Participant*

02/16/08

Theoretical coding meeting with M, in which we coded P7's transcript and discussed how we would use the new categories and codes. We decided to use this transcript and the remaining ones to examine our current categories, looking for confirming/disconfirming evidence in these interviews, as well as finding information that would nuance or enhance the depth of existing categories. One example of this is the addition of P7's discussion of the "mentor vs. cohort" model of doctoral student selection, which we added to the "factors that affect ease or difficulty of raising issues of diversity" category.

Changes/additions based on P7 coding:

1. Adding the “mentor vs. cohort” model of doctoral student selection, which we added to the “factors that affect ease or difficulty of raising issues of diversity” category
2. Adding a dimension of “colorblindness” to “existing tensions around MC issues” subcategory in the “factors that affect ease or difficulty of raising issues of diversity” category

03/02/08

Considering theory, model, fit among categories.

I think the category “processes for examining the intersection” and the subcategories, or properties and dimensions of this category could be re-organized with more focus on differences between *espoused conceptual approaches*, such as being always colorblind, sometimes colorblind, and never colorblind (ranging along the continuum and perhaps also seen in the first part of “examining the ecology of the problem” in which we talked about the degrees of complexity of *focusing on the student* property and dimensions of this category) and a new property of *demonstrated or engaged conceptual and active approaches (internal and external)* that could include things like *bending over backwards* (external) which could in turn fit with both being colorblind (*Participant*) as well as being context-sensitive (*Participant*), and could be both described as positive and negative. The idea of *bending over backwards* (external vs. internal approach) fits well with notions of commitment to an espoused ideal in program, self or others for good or bad, and fits with notions of giving students who are struggling the *benefit of the doubt* (*Participant* and others) in some cases and *extending the process of remediation* to be sure about the decision about the problem in others. It seems to be different from, yet similar to, other strategies such as *raising questions about standards* (including *flexibility* and *cultural and personal rootedness*) (internal) and “*We’re done:*” *Finding absolutes that trump the role of culture* (likely internal, maybe both) and *examining self and standards*, and properties of the category that are more external or interaction based, such as *relying on colleagues’ expertise*, and *engaging in conversations with colleagues*, and *listening to students*. Question: should *bending over backwards* be a strategy that intersects with ideology or *espoused conceptual approaches*, such as other strategies exist that include more reflective approaches (see next paragraph)?

Thinking that maybe this overall category title should be changed to Strategically examining the intersection (contextual through colorblind approaches). We could differentiate this category from examining the ecology of the problem because the “strategies” category relates to how participants focus on *standards surrounding the problem* (and perhaps the means by which to examine the issues), whereas the examining the ecology of the problem category *focuses on the student and aspects of the system that might be contributing to the problem*. Need to consider the extent to which the ecology is examined (and what aspects of the ecology are examined) may relate to strategies used to examine the intersection. *This could be the core category. In this category I am trying to*

capture how the use of colorblind through contextual approaches (and all variations in between) impact participants' approach to examining (a) standards by which students are evaluated, (b) their own levels of bias (if any) and (c) other aspects of the system that might be contributing to the problem.

Within the category, aspects of colorblindness vs. context impact a number of decisions and how they are used; in some cases the standards are used as absolutes without consideration of context, in others the same standards are used as endpoints to finalize investigations about the role of culture/context. So participants come to the same outcome through a different process, but perhaps they never make it to the same outcome, or perhaps there is change in the standards (see responding to the findings category). Similarly, some participants have articulated the dilemma around *flexibility vs. absolutes in standards* and then not discussed any further action, moving instead to a discussion about *articulating the dilemma and enforcing the standards (Participant)*, whereas others have described the dilemma and talked about it in depth, others have also talked about their process as a struggle. *Participant* in this instance articulated the argument but did not talk about nuance; *Participant* talked about decision making process, *Participant* talked about struggling, consulting, not having clear decision. Not all properties in this category are considered through both colorblind and contextual lenses.

Examining the ecology of the problem as discussed in the category above, relates to how participants examine multiple factors that may be impacting the student, from training system to training ecology (proximal to distal, I guess)—seems like there are things that they might be able to control and things they (the faculty) might not, or at least are able to control more directly and more indirectly. Focusing on the person of the student. Wondering about how this relates also to responding to findings of their investigations; is there a sense of making a decision about how to respond based on focus of findings? For example, there is a major difference between advocating for changing the system and *changing the system by dropping a practicum site or challenging colleagues vs. using adversity to educate students about social justice and activism*. Question: how does

More on colorblindness and context, seeing the process of considering context on a continuum. Sometimes context falls off, such as when power is more salient to the exclusion of diversity, race, etc. (*Participant*). Other examples as well (see processes...). In addition, in examining the ecology of the problem, the first section, *focusing on the student*, involves various levels of complexity as far as considering aspects of TIPPCs identity. These varying levels to which TIPPC's identity is considered might intersect with varying levels of attention to context AND with defining the intersection of diversity and TIPPC category, especially in *linking identified problems to diversity variables*.

Discussion section: something about the role and importance of colleagues throughout these categories and phases. Need to emphasize.

REFERENCES

- Ali, S. R., Flojo, J. R., Chronister, K. M., Hayashino, D., Smiling, Q. R., Torres, D., et al. (2005). When racism is reversed: Therapists of color speak about their experiences with racism from clients, supervisees, and supervisors. In M. Rastogi & E. Weiling (Eds.), *Voices of color: First-person accounts of ethnic minority therapists* (pp. 117-133). Thousand Oaks, CA: Sage.
- American Psychological Association Task Force on Women in Academe. (2000). *Women in academe: Two steps forward, one step back*. Washington, D. C.: Author. Retrieved November 8, 2006 from <http://www.apa.org/pi/wpo/academe.pdf>.
- American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.
- American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402.
- American Psychological Association. (in press). Guidelines for psychological practice with girls and women. *American Psychologist*.
- Ancis, J. R., & Szymanski, D. M. (2001). Awareness of White privilege among White counseling trainees. *The Counseling Psychologist*, 29, 548-569.
- Arredondo, P., Toporek, R., Brown, S. P., Jones, J., Locke, D. C., Sanchez, J., & Stadler, H. (1996). Operationalization of the multicultural counseling competencies. *Journal of Multicultural Counseling and Development*, 24, 42-78.
- Atkinson, D. R., Brown, M. T., Casas, J. M., & Zane, N. W. S. (1996). Achieving ethnic parity in counseling psychology. *Counseling Psychologist*, 24, 230-258.
- Ault-Richie, M. (1998). Teaching an integrated model of family therapy: Women as students, women as supervisors. *Journal of Psychotherapy and the Family*, 3, 175-192.
- Baldo, T. D., & Softas-Nall, B. C. (1997). Student review and retention in counselor education: An alternative to Frame and Stevens-Smith. *Counselor Education and Supervision*, 36, 245-253.
- Beauchaine, T. P. (2003). Taxometrics and developmental psychopathology. *Development and Psychopathology*, 15, 501-527.

- Behrens, J. T., & Smith, M. L. (1996). Data and data analysis. In D.C. Berliner & R.C. Calfee (Eds.), *Handbook of educational psychology* (pp. 945-989). New York: Simon & Schuster.
- Bemak, F., Epp, L. R., & Keys, S. G. (1999). Impaired graduate students: A process model of graduate program monitoring and intervention. *International Journal for the Advancement of Counseling*, 21, 19-30.
- Bernal, M. E., & Castro, F. G. (1994). Are clinical psychologists prepared for service and research with ethnic minorities? *American Psychologist*, 49, 797-805.
- Bernard, J. M. (1994). Multicultural supervision: A reaction to Leong and Wagner, Cook, Priest and Fukuyama. *Counselor Education and Supervision*, 34, 159-172.
- Bernard, J. M., & Goodyear, R. K. (1998). *Fundamentals of clinical supervision* (2nd ed.). Boston: Allyn & Bacon.
- Biaggio, M. K., Gasparikova-Krasnec, M., & Bauer, L. (1983). Evaluation of clinical psychology graduate students: The problem of the unsuitable student. *Professional Practice of Psychology*, 4, 9-20.
- Bonilla-Silva, E. (2000). The linguistics of color blind racism: How to talk nasty about Blacks without sounding "racist." *Critical Sociology*, 28, 41-63.
- Boxley, R., Drew, C. R., & Rangel, D. M. (1986). Clinical trainee impairment in APA-approved internship programs. *The Clinical Psychologist*, 39, 49-52.
- Bradey, J., & Post, P. (1991). Impaired students: Do we eliminate them from counselor education programs? *Counselor Education and Supervision*, 31, 100-108.
- Bradshaw, W. H., Jr. (1982). Supervision in black and white: Race as a factor in supervision. In M. Blumenfield (Ed.), *Applied supervision in psychotherapy* (pp. 199-220). New York: Grune & Stratton.
- Brown, L.S. (1994). *Subversive dialogues*. New York: Basic Books.
- Brown, M. T., & Landrum-Brown, J. (1995). Counselor supervision: Cross-cultural perspectives. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 575-603). Thousand Oaks, CA: Sage.

- Bryant-Davis, T., & Ocampo, C. (2005). Racist incident-based trauma. *The Counseling Psychologist*, 33, 479-500.
- Burkard, A. W., Johnson, A. J., Madson, M. B., Pruitt, N. T., Contreras-Tadych, D. A., Kozlowski, J. M., et al. (2006). Supervisor cultural responsiveness and unresponsiveness in cross-cultural supervision. *Journal of Counseling Psychology*, 53, 288-301.
- Busseri, M.A., Tyler, J.D., & King, A.R. (2005). An exploratory examination of student dismissals and prompted resignations from clinical psychology Ph.D. training. *Professional Psychology: Research and Practice*, 36, 441-445.
- Carter, R. T. (2007). Racism and psychological and emotional injury: Recognizing and assessing race-based traumatic stress. *The Counseling Psychologist*, 35, 13-105.
- Charmaz, K. (2003a). Grounded theory. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods*, (pp. 81-109). London: Sage.
- Charmaz, K. (2003b). Grounded theory: Objectivist and constructivist methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (2nd ed., pp. 249-291). Thousand Oaks: Sage.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage.
- Chung, Y. B., Marshall, J. A., & Gordon, L. L. (2001). Racial and gender biases in supervisory evaluation and feedback. *Clinical Supervisor*, 20, 99-111.
- Cicchetti, D., & Rogosch, F. A. (1996). Equifinality and multifinality in developmental psychopathology. *Development and Psychopathology*, 8, 597-600.
- Comas-Diaz, L. (1994). An integrative approach. In L. Comas-Diaz & B. Greene (Eds.), *Women of color: Integrating ethnic and gender identities in psychotherapy* (pp. 287-318). New York: Guilford Press.
- Constantine, M. G. (1997). Facilitating multicultural competency in counseling supervision: Operationalizing a practical framework. In D. B. Pope-Davis & H. L. K. Coleman (Eds.), *Multicultural counseling competencies: Assessment, education and training, and supervision* (pp. 310-324). Thousand Oaks: Sage.

- Constantine, M. G. (2001). Addressing racial, ethnic, gender and social class issues in counselor training and practice. In D.B. Pope-Davis & H.L.K. Coleman (Eds.), *The intersection of race, class and gender in multicultural counseling* (pp. 341-350). Thousand Oaks, CA: Sage.
- Cook, D. A. (1994). Racial identity in supervision. *Counselor Education and Supervision, 34*, 132-141.
- Cook, D. A., & Helms, J. E. (1988). Visible racial/ethnic group supervisees' satisfaction with cross-cultural supervision as predicted by relationship characteristics. *Journal of Counseling Psychology, 35*, 268-274.
- Council of Counseling Psychology Training Programs. (2006a). *Surveys of Doctoral Training Programs 1995-96 through 2004-05*. Retrieved March 6, 2006, from <http://www454.outtech.com/council/Reports/survey.aspx>
- Council of Counseling Psychology Training Programs. (2006b). Counseling psychology model training values statement addressing diversity. Retrieved on September 24, 2007 at <http://www.ccptp.org/ModelValues091006.htm>.
- Council of Counseling Psychology Training Programs. (2007). Assessment of competency benchmarks work group: A developmental model for the defining and measuring competence in professional psychology. Retrieved on September 24, 2007 at http://wsm.ezsitedesigner.com/share/scrapbook/50/502062/Benchmark_Competencies_Document_-_Feb_2007.pdf.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Cutcliffe, J. R. (2000). Adapt or adopt: Developing and transgressing the methodological boundaries of grounded theory. *Journal of Advanced Nursing, 51*, 421-428.
- Cutcliffe, J. R. (2005). Methodological issues in grounded theory. *Journal of Advanced Nursing, 31*, 1476-1484.
- D'Andrea, M., & Daniels, J. (1999). Exploring the psychology of White racism through naturalistic inquiry. *Journal of Counseling and Development, 77*, 93-101.
- Delgado-Romero, E. A., Galvan, N., Maschino, P., & Rowland, M. (2005). Race and ethnicity in empirical counseling and counseling psychology research: A 10-year review. *The Counseling Psychologist, 33*, 419-448.

- Dovidio, J. F., & Gaertner, S. L. (2005). Color blind or just plain blind? *The Nonprofit Quarterly*, 12. Retrieved March 10, 2006 from <http://www.nonprofitquarterly.org/print/788.html>
- Dovidio, J. F., Gaertner, S. L., Kawakami, K., & Hodson, G. (2002). Why can't we just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Ethnic Minority Psychology*, 8, 88-102.
- Duan, C., & Roehlke, H. (2001). A descriptive "snapshot" of cross-racial supervision in university counseling center internships. *Journal of Multicultural Counseling and Development*, 29, 131-146.
- Ellis, M. V., & Ladany, N. (1997). Inferences concerning supervisees and clients in clinical supervision: An integrative review. In C.E. Watkins, Jr. (Ed.), *Handbook of psychotherapy supervision* (pp. 447-507).
- Elman, N. S., Forrest, L., Vacha-Haase, T., & Gizara, S. (1999). A systems perspective on trainee impairment: Continuing the dialogue. *The Counseling Psychologist*, 27, 712-721.
- Elman, N. S., & Forrest, L. (2004). Psychotherapy in the remediation of psychology trainees: Exploratory interviews with training directors. *Professional Psychology: Research and Practice*, 35, 123-130.
- Elman, N. S., & Forrest, L. (2007). From trainee impairment to professional competence problems: Seeking terminology that facilitates effective action. *Professional Psychology: Research and Practice*, 38, 501-509.
- Erickson, F. (1986). Qualitative methods in research on teaching. In M. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 119-161). New York: Macmillan.
- Falendar, C. A., Collins, C. J., & Shafranske, E. P. (2005). Use of the term "impairment" in psychology supervision. *The California Psychologist*, 38, 21-22.
- Fassinger, R. E. (2005). Paradigms, praxis, problems and promise: Grounded theory in counseling psychology research. *Journal of Counseling Psychology*, 52, 156-166.
- Fenig, S., Levav, I., Kohn, R., & Yelin, N. (1993). Telephone vs face-to-face interviewing in a community psychiatric survey [Electronic version]. *American Journal of Public Health*, 83, 896-898.

- Fong, M. L., & Lease, S. H. (1997). Cross cultural supervision: Issues for the White supervisor. In D. P. Pope-Davis, & H. L. K. Coleman (Eds.), *Multicultural counseling competencies: Assessment, education, training, and supervision* (pp. 387-405). Thousand Oaks, CA: Sage.
- Forrest, L., Elman, N., Gizara, S., & Vacha-Haase, T. (1999). Trainee impairment: A review of identification, remediation, dismissal, and legal issues. *The Counseling Psychologist*, 27, 627-686.
- Forrest, L., Elman, N. S., & Miller, D. S. Shen. (in press). Psychology trainees with competence problems: From individual to ecological conceptualizations. *Training and Education in Professional Psychology*.
- Frame, M. W., & Stevens-Smith, P. (1995). Out of harm's way: Enhancing monitoring and dismissal processes in counselor education programs. *Counselor Education and Supervision*, 35, 118-129.
- Fine, M. (2007). Expanding the methodological imagination. *The Counseling Psychologist*, 35, 459-473.
- Fukuyama, M. A. (1994). Critical incidents in multicultural counseling supervision: A phenomenological approach to supervision. *Counselor Education and Supervision*, 34, 142-151.
- Gatmon, D., Jackson, D., Koshkarian, L., Martos-Perry, N., Molina, A., Patel, N., & Rodolfa, E. (2001). Exploring ethnic, gender and sexual orientation variables in supervision: Do they really matter? *Journal of Multicultural Counseling and Development*, 29, 102-113.
- Gaubatz, M. D., & Vera, E. M. (2002). Do formalized gatekeeping procedures increase programs' follow up with deficient trainees? *Counselor Education and Supervision*, 41, 294-305.
- Gaubatz, M. D., & Vera, E. M. (2006). Trainee competence in masters-level counseling programs: A comparison of counselor educators' and students' views. *Counselor Education and Supervision*, 46, 32-43.
- Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In C. Geertz (Ed.), *The interpretation of cultures: Selected essays* (pp. 3-32). New York: Basic Books.
- Gelso, C. J., & Fretz, B. R. (1992). *Counseling psychology*. Orlando, FL: Harcourt Brace Jovanovich.

- Gilfoyle, N. (in press). The legal exosystem: Risk management in addressing student competence problems in professional psychology training. *Training and Education in Professional Psychology*.
- Gizara, S. S. (1997). *Supervisors' construction of intern impairment at APA-accredited internship sites*. Unpublished doctoral dissertation, Michigan State University, East Lansing.
- Gizara, S. S., & Forrest, L. (2004). Supervisors' experiences of trainee impairment and incompetence at APA-accredited internship sites. *Professional Psychology: Research and Practice*, 35, 131-140.
- Glaser, B. (1978). *Theoretical sensitivity: Advances in the methodology of grounded theory*. Mill Valley, CA: The Sociology Press.
- Glaser, B. (1992). *Emergence vs. Forcing: Basics of grounded theory analysis*. Mill Valley, CA: The Sociology Press.
- Glaser, B. (2002). Constructivist grounded theory? *Forum: Qualitative Research*. Retrieved April 23, 2007 from <http://www.qualitative-research.net/fqs-texte/3-02/3-02glaser-e.htm>
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York: Aldine.
- Gloria, A. M. (2001). The cultural construction of Latinas: Practice implications of multiple realities and identities. In D. B. Pope-Davis & H. L. K. Coleman (Eds.), *The intersection of race, class and gender in multicultural counseling* (pp. 3-24). Thousand Oaks, CA: Sage.
- Goodyear, R. K. (1990). Gender configurations in supervisory dyads: Their relationship to supervisee influence strategies and to skill evaluations of the supervisee. *The Clinical Supervisor*, 8, 67-79.
- Goodyear, R. K., & Guzzardo, C. R. (2000). Psychotherapy supervision and training. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (3rd ed., pp. 83-108). New York: Wiley & Sons.
- Graham, S. (1992). "Most of the subjects were white and middle class:" Trends in published research on African Americans in selected APA journals, 1980-1989. *American Psychologist*, 47, 629-639.

- Granello, D. H. (2003). Influence strategies in the supervisory dyad: An investigation into the effects of gender and age. *Counselor Education and Supervision, 42*, 189-202.
- Granello, D. H., Beamish, P. M., & Davis, T. E. (1997). Supervisee empowerment: Does gender make a difference? *Counselor Education and Supervision, 36*, 305-317.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, (pp. 105-117). Thousand Oaks, CA: Sage.
- Hahn, W. K., & Molnar, S. (1991). Intern evaluation in university counseling centers: Process, problems, and recommendations. *Counseling Psychologist, 19*, 414-430.
- Hall, C. C. I. (1997). Cultural malpractice: The growing obsolescence of psychology with the changing U.S. population. *American Psychologist, 52*, 642-651.
- Hammond, W. R., & Yung, B. (1993). Minority student recruitment and retention practices among schools of professional psychology: A national survey and analysis. *Professional Psychology: Research and Practice, 24*, 3-12.
- Helms, J. E. (1982). *Differential evaluations of minority and majority counseling trainees' practicum performance*. Unpublished manuscript, University of Maryland, College Park.
- Helms, J. E. (1990). *Black and white racial identity: Theory, research and practice*. Westport, CT: Greenwood Press.
- Helms, J. E., Hernigan, & Mascher, J. (2005). The meaning of race in psychology and how to change it: A methodological perspective. *American Psychologist, 60*, 27-36.
- Helms, J. E., & Richardson, T. Q. (1997). How "multiculturalism" obscures race and culture as differential aspects of counseling competency. In D. B. Pope-Davis & H. L. K. Coleman (Eds.), *Multicultural counseling competencies: Assessment, education and training, and supervision* (pp. 60-79). Thousand Oaks: Sage.
- Hensley, L. G., Smith, S. L., & Thompson, R. W. (2003). Assessing competencies of counselors-in-training: Complexities in evaluating personal and professional development. *Counselor Education and Supervision, 42*, 219-230.

- Hilton, D. B., Russell, R. K., & Salmi, S. W. (1995). The effects of supervisor's race and level of support on perceptions of supervision. *Journal of Counseling and Development, 73*, 559-563.
- Hodson, G., Dovidio, J. F., Gaertner, S. L. (2002). Processes in racial discrimination: differential weighting of conflicting information. *Personality and Social Psychology Bulletin, 28*, 460-471.
- Hoffman, M. A., Hill, C. E., Holmes, S. E., & Frietas, G. F. (2005). Supervisor perspective on the process and outcome of giving easy, difficult, or no feedback to supervisees. *Journal of Counseling Psychology, 52*, 3-13.
- Holloway, E. L. (1992). Supervision: A way of teaching and learning. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 177-214). New York: Wiley.
- Holloway, E. L., & Neufeldt, S. A. (1995). Supervision: Its contributions to treatment efficacy. *Journal of Consulting and Clinical Psychology, 63*, 207-213.
- Huprich, S. K., & Rudd, M. D. (2004). A national survey of trainee impairment in clinical, counseling, and school psychology doctoral programs and internships. *Journal of Clinical Psychology, 60*, 43-52.
- Kerl, S. B., Garcia, J. L., McCullough, C. S., & Maxwell, M. E. (2002). Systematic evaluation of professional performance: Legally supported procedure and process. *Counselor Education and Supervision, 41*, 321-332.
- Kiselica, M. S. (1998). Preparing Anglos for the challenges and joys of multiculturalism. *The Counseling Psychologist, 26*, 5-21.
- Kite, M. E., Russo, N. F., Brehm, S. S., Fouad, N. A., Hall, C. C., Hyde, J. S., & Keita, G. P. (2001). Women psychologists in academe: Mixed progress, unwarranted complacency. *American Psychologist, 56*, 1080-1098.
- Kleintjes, S., & Swartz, L. (1996). Black clinical psychology trainees at a "White" South African university: Issues for clinical supervision. *Clinical Supervisor, 14*, 87-109.
- Knoff, H. M., & Prout, H. T. (1985). Terminating students from professional psychology programs: Criteria, procedures, and legal issues. *Professional Psychology: Research and Practice, 22*, 291-296.

- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.
- Ladany, N., Brittan-Powell, C. S., & Pannu, R. K. (1997). The influence of supervisory racial identity interaction and racial matching on the supervisory working alliance and supervisee multicultural competence. *Counselor Education and Supervision, 36*, 305-317.
- Lalotitis, D. A., & Grayson, J. H. (1985). Psychologist, heal thyself: What is available for the impaired psychologist? *American Psychologist, 40*, 84-89.
- Lamb, D. H. (1999). Addressing impairment and its relationship to professional boundary issues: A response to Forrest, Elman, Gizara and Vacha-Haase. *The Counseling Psychologist, 27*, 702-711.
- Lamb, D. H., Cochran, D. J., & Jackson, V. R. (1991). Training and organizational issues associated with identifying and responding to intern impairment. *Professional Psychology: Research and Practice, 22*, 291-296.
- Lamb, D. H., Presser, N. R., Pfost, K. S., Baum, M. C., Jackson, V. R., & Jarvis, D. A. (1987). Confronting professional impairment during the internship: Identification, due process, and remediation. *Professional Psychology: Research and Practice, 18*, 597-603.
- LaRoche, M. J., & Maxie, A. (2003). Ten considerations in addressing cultural differences in psychotherapy. *Professional Psychology: Research and Practice, 34*, 180-186.
- Lark, J. S., & Paul, B. D. (1998). Beyond multicultural training: Mentoring stories from two White American doctoral students. *The Counseling Psychologist, 26*, 33-42.
- Lazur, R. F., & Majors, R. (1995). Men of Color: Ethnocultural variations of male gender role strain. In R. F. Levant & W. S. Pollack (Eds.), *A new psychology of men* (pp. 337-358). New York: Basic.
- Leong, F. T. L. (1996). Toward an integrative model for cross-cultural counseling and psychotherapy. *Applied and Preventive Psychology, 5*, 189-209.
- Leong, F. T. L., & Lee, S-H. (2006). A cultural accommodation model for cross-cultural psychotherapy: Illustrated with the case of Asian-Americans. *Psychotherapy: Theory, Research, Practice, Training, 43*, 410-423.

- Leong, F. T. L., & Wagner, N. S. (1994). Cross-cultural supervision: What do we know? What do we need to know? *Counselor Education and Supervision*, 34, 321-331.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lumadue, C. A., & Duffy, T. H. (1999). The role of graduate programs as gatekeepers: A model for evaluating student counselor competence. *Counselor Education and Supervision*, 39, 101-109.
- Maneolas, P., & Carrillo, E. (1991). A culturally syntonetic approach to the field education of Latino students. *Journal of Social Work Education*, 27, 135-144.
- Martin-Baro, I. *Writings for a liberation psychology*. Cambridge, MA: Harvard University Press.
- Maton, K. I., Kohout, J. L., Wicherski, M., Leary, G. E., & Vinokurov, A. (2006). Minority students of color and the psychology graduate pipeline: Disquieting and encouraging trends, 1989-2003. *American Psychologist*, 61, 117-131.
- McNeill, B. W., Hom, K. L., & Perez, J. A. (1995). The training and supervisory needs of racial and ethnic minority students. *Journal of Multicultural Counseling and Development*, 23, 246-258.
- McRoy, R. G., Freeman, E. M., Logan, S. L., & Blackmon, B. (1986). Cross-cultural field supervision: Implications for social work education. *Journal of Social Work Education*, 22, 50-56.
- Mearns, J., & Allen, G. J. (1991). Graduate students' experiences in dealing with impaired peers, compared with faculty predictions: An exploratory study. *Ethics and Behavior*, 1, 191-202.
- Melia, K. M. (1996). Rediscovering Glaser. *Qualitative Health Research*, 6, 368-378.
- Miller, D. S. S., Forrest, L., & Elman, N. (in press). Training Director's conceptualizations of the intersections of diversity and trainee competence problems: A preliminary analysis. *The Counseling Psychologist*.
- Moradi, B., & Neimeyer, G. J. (2005). Diversity in the ivory White tower: A longitudinal look at faculty race/ethnicity in counseling psychology academic training programs. *The Counseling Psychologist*, 33, 655-675.

- Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology*, 52, 250-260.
- Morrow, S. L., Rakhsha, G., & Castaneda, C. L. (2001). Qualitative research methods for multicultural counseling. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (2nd ed., pp. 575-603). Thousand Oaks, CA: Sage.
- Morrow, S. L., & Smith, M. L. (2000). Qualitative research for counseling psychology. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (3rd ed., pp. 199-230). New York: Wiley & Sons.
- Morse, J. M. (1995). The significance of saturation. *Qualitative Health Research*, 5, 147-149.
- Morse, J. M. (1994). Designing funded qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 220-235). Thousand Oaks, CA: Sage.
- Munoz-Dunbar, R., & Stanton, A. L. (1999). Ethnic diversity in clinical psychology: Recruitment and admission practices among doctoral programs. *Teaching of Psychology*, 26, 259-263.
- Munson, C.E. (1987). Sex roles and power relationships in supervision. *Professional Psychology: Research and Practice*, 18, 236-243.
- National Center for Educational Statistics (2005). *Digest of Education Statistics: 2005. Table 233: Full-time and part-time instructional faculty and staff in degree-granting institutions, by race/ethnicity, sex, and program area: Fall 1998 and fall 2003*. Retrieved November 1, 2006, from http://nces.ed.gov/programs/digest/d05/tables/dt05_233.asp.
- Nelson, M. L., & Friedlander, M. L. (2001). A close look at conflictual supervisory relationship: The trainee's perspective. *Journal of Counseling Psychology*, 48, 384-395.
- Nelson, M. L., & Holloway, E. L. (1990). Relation of gender to power and involvement in supervision. *Journal of Counseling Psychology*, 37, 473-481.
- Neville, H. A., & Carter, R. T. (2005). Race and racism in counseling psychology research, training and practice: A critical review, current trends, and future directions. *Counseling Psychologist*, 33, 413-418.

- Norcross, J. C., Kohout, J. L., & Wicherski, M. (2005). Graduate study in psychology. *American Psychologist, 60*, 959-975.
- Norton, R. A., & Coleman, H. L. K. (2003). Multicultural supervision: The influence of race-related issues in supervision process and outcome. In D. B. Pope-Davis, H. L. K. Coleman, W. M. Liu, & R. L. Toporek (Eds.), *Handbook of multicultural competencies in counseling and psychology* (pp. 114-134). Thousand Oaks, CA: Sage.
- Oliver, M. N. I., Bernstein, J. H., Anderson, K. G., Blashfield, R. K., & Roberts, M. C. (2004). An exploratory examination of student attitudes toward "impaired" peers in clinical psychology training programs. *Professional Psychology: Research and Practice, 35*, 141-147.
- Olkin, R., & Gaughen, S. (1991). Evaluation and dismissal of students in master's level clinical programs: Legal parameters and survey results. *Counselor Education and Supervision, 30*, 276-283.
- O'Neil, J. M. (2008). Summarizing 25 years of research on men's gender role conflict using the gender role conflict scale. *The Counseling Psychologist, 36*, 358-445.
- O'Neil, J. M., Helms, B., Gable, R., David, L., & Wrightsman, L. (1986). Gender Role Conflict Scale: College men's fear of femininity. *Sex Roles, 14*, 335-350.
- Ottavi, T. M., Pope-Davis, D. B., & Dings, J. G. (1994). Relationship between White racial identity attitudes and self-reported multi-cultural counseling competencies. *Journal of Counseling Psychology, 41*, 149-154.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.
- Peshkin, A. (1988). In search of subjectivity: One's own. *Educational Researcher, 17*, 17-22.
- Ponterotto, J. G. (1988). Racial/ethnic minority research in the *Journal of Counseling Psychology*: A content analysis and methodological critique. *Journal of Counseling Psychology, 35*, 410-418.
- Procidano, M. E., Busch-Rossnagel, N. A., Reznikoff, M., & Geisinger, K. F. (1995). Responding to graduate students' professional deficiencies: A national survey. *Journal of Clinical Psychology, 51*, 426-433.

- Priest, R. (1994). Minority supervisor and majority supervisee: Another perspective of clinical reality. *Counselor Education and Supervision, 34*, 152-158.
- Prilleltensky, I. (1997). Values, assumptions and practices: Assessing the moral implications of psychological discourse and action. *American Psychologist, 47*, 517-535.
- Quintana, S. M., & Bernal, M. E. (1995). Ethnic minority training in counseling psychology: Comparisons with clinical psychology and proposed standards. *The Counseling Psychologist, 23*, 102-121.
- Richie, B. S., Fassinger, R. E., Linn, S. G., Johnson, J., Prosser, J., & Robinson, S. (1997). Persistence, connection and passion: A qualitative study of the career development of highly achieving African American—Black and White women. *Journal of Counseling Psychology, 44*, 133-148.
- Rogers, M. R., & Molina, L. E. (2006). Exemplary efforts in psychology to recruit and retain graduate students of color. *American Psychologist, 61*, 143-156.
- Rosenberg, J. I., Getzelman, M. A., Arcinue, F., & Oren, C. Z. (2005). An exploratory look at students' experiences of problematic peers in academic professional psychology programs. *Professional Psychology: Research and Practice, 36*, 665-673.
- Rubin, H. J., & Rubin, I. S. (1995). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.
- Russell, C. S., & Peterson, C. M. (2003). Student impairment and remediation in accredited marriage and family therapy programs. *Journal of Marital and Family Therapy, 29*, 329-337.
- Ryan, A. S., & Hendricks, C. O. (1989). Culture and communication: Supervising the Asian and Hispanic social worker. *Clinical Supervisor, 7*, 27-40.
- Ryan, C. S., Hunt, J. S., Weible, J. A., Peterson, C. R., & Casas, J. F. (2007). Multicultural and colorblind ideology, stereotypes, and ethnocentrism among Black and White Americans. *Group Processes and Intergroup Relations, 10*, 617-637.
- Schoener, G.R. (1999). Practicing what we preach. *The Counseling Psychologist, 27*, 693-701.

- Sells, J. N., Goodyear, R. K., Lichtenberg, J. W., & Polkinghorne, D. E. (1997). Relationship of supervisor and trainee gender to in-session verbal behavior and ratings of trainee skills. *Journal of Counseling Psychology, 44*, 406-412.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. (3rd ed.). New York: Teachers College Press.
- Spanierman, L. B., Oh, E., Poteat, V. P., Hund, A. R., McClair, V. L., Beer, A. M., et al. (in press). White university students' responses to societal racism: A qualitative investigation. *The Counseling Psychologist*. Retrieved January 10, 2008, from <http://0-tcp.sagepub.com.janus.uoregon.edu/cgi/rapidpdf/0011000006295589v2>
- Steward, R. J., & Phelps, R. E. (2004). Feminist and multicultural collaboration in counseling supervision: Voices from two African American women. *Journal of Multicultural Counseling and Development, 32*, 358-365.
- Strauss, A. L., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.
- Stricker, G., Davis-Russell, E., Bourg, E., Duran, E., Hammond, W. R., McHolland, J., et al. (1990). *Toward ethnic diversification in psychology education and training*. Washington, DC: American Psychological Association.
- Sturges, J. E., & Hanrahan, K. J. (2004). Comparing telephone and face-to-face qualitative interviewing: A research note. *Qualitative Research, 4*, 107-118.
- Sue, D. W. (2005). Racism and the conspiracy of silence: Presidential address. *The Counseling Psychologist, 33*, 100-114.
- Sue, D. W., Bingham, R. P., Porche-Burke, L., & Vasquez, M. (1999). The diversification of psychology: A multicultural revolution. *American Psychologist, 54*, 1061-1069.
- Sue, D. W., Carter, R. T., Casas, J. M., Fouad, N. A., Ivey, A. E., Jensen, M., et al. (1998). *Multicultural counseling competencies: Individual and organizational development*. Thousand Oaks: Sage.
- Sue, D. W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice*. New York: John Wiley and Sons.
- Sue, S. (1998). In search of cultural competence in psychotherapy and counseling. *American Psychologist, 53*, 440-448.

- Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? *American Psychologist*, 54, 1070-1077.
- Super, D. E. (1955). Transition: From vocational guidance to counseling psychology. *Journal of Counseling Psychology*, 2, 3-9.
- Swann, C. R. (2003). *Students' perceptions of due process: Policies, procedures, and trainee problematic functioning*. Unpublished doctoral dissertation, University of Pittsburgh.
- Tedesco, J. F. (1982). Premature termination of psychology interns. *Professional Psychology*, 13, 695-698.
- Utsey, S. O., & Gernat, C. A. (2002). White racial identity attitudes and the ego defense mechanisms used by White counselor trainees in racially provocative counseling situations. *Journal of Counseling and Development*, 80, 475-483.
- Utsey, S. O., Gernat, C. A., & Hammar, L. (2005). Examining White counselor trainees' reactions to racial issues in counseling and supervision dyads. *The Counseling Psychologist*, 33, 449-478.
- Vacha-Haase, T. (1995, August). *Impaired graduate students in APA-accredited clinical, counseling, and school psychology programs*. Unpublished doctoral dissertation, Texas A&M University, College Station.
- Vacha-Haase, T., Davenport, D. S., & Kerewsky, S. D. (2004). Problematic students: Gatekeeping practices of academic professional psychology programs. *Professional Psychology: Research and Practice*, 35, 115-122.
- Vander Kolk, C. (1974). The relationship of personality, values, and race to anticipation of the supervisory relationship. *Rehabilitation Counseling Bulletin*, 18, 41-46.
- Vasquez, M. J. T. (1999). Trainee impairment: A response from a feminist/multicultural retired trainer. *The Counseling Psychologist*, 27, 687-692.
- Vasquez, M. J. T., & Jones, J. M. (2006). Increasing the number of psychologists of color: Public policy issues for affirmative diversity. *American Psychologist*, 61, 132-142.

- Vasquez, M. J. T., Lott, B., Barcia-Vasquez, E., Grant, S. K., Iwamasa, G. Y., Molina, L. E., et al. (2006). Personal reflections: Barriers and strategies in increasing diversity in psychology. *American Psychologist*, 61, 157-172.
- Vasquez, M. J. T., & McKinley, D. L. (1982). Supervision: A conceptual model—reactions and an extension. *Counseling Psychologist*, 10, 59-63.
- Walker, J. A., Ladany, N., & Pate-Carolan, L. M. (2007). Gender-related events in psychotherapy supervision: Female trainee perspectives. *Counselling and Psychotherapy Research*, 7, 12-18.
- Wester, S. R., & Vogel, D. L. (2002). Working with the masculine mystique: Male gender role conflict, counseling self-efficacy, and the training of male psychologists. *Professional Psychology: Research and Practice*, 33, 370-376.
- Wester, S. R., Vogel, D. L., & Archer, J. A. (2004). Male restricted emotionality and counseling supervision. *Journal of Counseling and Development*, 82, 91-98.
- Wester, S. R., Fowell, H., Fouad, N. A., & Santiago-Rivera, A. (in press). Information processing as problem solving: A collaborative method to deal with students exhibiting insufficient competence. *Training and Education in Professional Psychology*.
- Wheeler, S. (1996). The limits of tolerance in assessing the competence of counselling trainees. *International Journal for the Advancement of Counselling*, 18, 173-188.
- Worthington, E. L., & Stern, A. (1985). Effects of supervisor and supervisee degree level and gender on the supervisory relationship. *Journal of Counseling Psychology*, 32, 252-262.
- Yee, A. H., Fairchild, H. H., Weizmann, F., & Wyatt, G. E. (1993). Addressing psychology's problems with race. *American Psychologist*, 48, 1132-1140.
- Yeh, C. J., & Inman, A. (2007). Qualitative data analysis and interpretation in counseling psychology: Strategies for best practices. *The Counseling Psychologist*, 35, 369-403.