THE EXPERIENCES OF MASTER’S STUDENTS’ PARTICIPATION IN A HISPANIC, NON-PATHOLOGICAL ROLE-PLAY: A QUALITATIVE STUDY

A dissertation submitted to the Kent State University Graduate School of Education in partial fulfillment of the requirements for the degree of Doctor of Philosophy

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iii
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>ACKNOWLEDGMENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>iv</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>xii</td>
</tr>
</tbody>
</table>

## CHAPTER

### I  INTRODUCTION AND REVIEW OF THE LITERATURE  
1. Introduction .................................................. 1
2. Purpose .......................................................... 4
3. Review of the Literature ....................................... 4
4. Experiential Learning .......................................... 5
5. Application of Role-Play in Various Fields ................. 8
   - Creativity and Learning With Role-Plays .................. 9
   - Awareness of Different Points of View With Role-Plays ... 9
   - Integrating and Applying Learned Information With Role-Plays . 9
   - Developing Communication Skills With Role-Plays .......... 10
   - Developing Interviewing Skills With Role-Plays .......... 10
6. Developing Counseling and Consultation Skills in Non-Counseling Fields With Role-Plays ................. 11
7. Use of Role-Play in Counseling ............................... 11
8. Use of Role-Play in Multicultural Counseling ............... 12
9. Use of Triads in the Role-Play Process ...................... 14
10. Portrayal of Client Role in Role-Play Process ............. 16
11. Statement of the Problem ...................................... 19
12. Research Question and Subquestions ........................ 20
13. Operational Definitions ........................................ 20
   - Role-Play ..................................................... 20
   - Multicultural Counseling .................................... 21
14. Summary .......................................................... 21

### II  METHODOLOGY ................................................. 23
15. Design ............................................................ 24
16. Participants ..................................................... 27
   - Interviewees .................................................. 28
   - Observers ...................................................... 28
   - Researcher ...................................................... 29
17. Measures .......................................................... 30
   - Demographic Form ............................................. 30

vi
Interpersonal Process Recall .................................................. 30
Interview Protocol ............................................................... 32
Observer Checklist ............................................................. 34
Delphi Method ................................................................. 34
Observer Training ............................................................. 35
Observer Questions ........................................................... 36
Procedure ........................................................................ 37
Creation of Role-Play ......................................................... 37
Research Protocol .............................................................. 39
Data Analysis ................................................................. 43
Triangulation ................................................................. 44

III RESULTS. ................................................................. 46
Participants ................................................................. 48
Interviewees ............................................................... 48
Observers ................................................................. 50
Data Analysis ............................................................... 50
Experience of Role-Play Process ......................................... 52
Interpersonal Process Recall Experience ......................... 52
Student Counselor Feelings .................................................. 53
Reoccurring themes ........................................................ 53
Group one ............................................................... 56
Group two ............................................................... 56
Group three ............................................................. 57
Group four ................................................................ 57
Student Counselor Thoughts .................................................. 57
Reoccurring themes ........................................................ 57
Group one ............................................................... 59
Group two ............................................................... 59
Group three ............................................................. 60
Group four ................................................................ 60
Student Client Feelings ....................................................... 60
Reoccurring themes ........................................................ 60
Group one ............................................................... 63
Group two ............................................................... 63
Group three ............................................................. 64
Group four ................................................................ 65
Student Client Thoughts ....................................................... 65
Reoccurring themes ........................................................ 65
Groups one and two ....................................................... 66
Groups three and four ..................................................... 67
Experience of Role-Play ...................................................... 67
Student Counselor Experience ........................................... 70
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Consent to Audio Tape</td>
<td>202</td>
</tr>
<tr>
<td>J Sample Transcript</td>
<td>204</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>214</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participant Demographic Information</td>
<td>49</td>
</tr>
<tr>
<td>2. Interpersonal Process Recall Themes for Student Counselors</td>
<td>54</td>
</tr>
<tr>
<td>3. Interpersonal Process Recall Themes for Student Clients</td>
<td>55</td>
</tr>
<tr>
<td>4. Student Counselors’ Experience of Role-Play Process</td>
<td>68</td>
</tr>
<tr>
<td>5. Student Clients’ Experience of Role-Play Process</td>
<td>69</td>
</tr>
<tr>
<td>6. Student Counselors’ and Student Clients’ Experience of Culture in Role-Play</td>
<td>82</td>
</tr>
<tr>
<td>7. Difference in Counselor Role Based on Gender of Puerto Rican Client</td>
<td>91</td>
</tr>
<tr>
<td>8. Influence of Puerto Rican Male Counselor on Student Client Role</td>
<td>94</td>
</tr>
<tr>
<td>9. Influence of Caucasian Male Counselor on Student Client Role</td>
<td>95</td>
</tr>
<tr>
<td>10. How Role-Play Informed Students’ Future Practice</td>
<td>106</td>
</tr>
<tr>
<td>11. Student Counselor Preparation to Work With Culturally Diverse Clients</td>
<td>118</td>
</tr>
<tr>
<td>12. Student Client Preparation to Work With Culturally Diverse Clients</td>
<td>123</td>
</tr>
<tr>
<td>13. How Student Counselor Role Informed by Multicultural Information</td>
<td>128</td>
</tr>
<tr>
<td>14. How Student Client Role Informed by Multicultural Information</td>
<td>133</td>
</tr>
<tr>
<td>15. Culture Specific Information Used in Counselor Role</td>
<td>137</td>
</tr>
<tr>
<td>16. Culture Specific Information Used in Client Role</td>
<td>138</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION AND REVIEW OF THE LITERATURE

Introduction

D’Andrea and Daniels (1991) discussed a growing need for counselors with multicultural competence to work with an increasing, culturally diverse clientele. To meet this need they challenged counseling programs to provide multicultural counseling competency training for graduate students. This chapter explores the most effective avenues for providing graduate students with this training. A review of literature traces the use of techniques for training through various fields ending with a specific focus on the use of role-play as a technique within counseling and multicultural counseling. This is followed by presenting the research problem, research questions, and operational definitions.

One avenue to provide counseling students with such training is through a multicultural course. Brislin (1997) cautioned, however, that a multicultural course is often difficult and challenging to teach. Students may not have the necessary cultural experience from which to draw when entering a multicultural course. Brislin stated that without such experience, students may fail to see the relevance of multicultural material presented during the course. He discussed how to assist students to see the value of the multicultural information presented in a multicultural course. One suggestion Brislin offered was for teachers to incorporate active exercises into the multicultural course structure.
Vazquez and Garcia-Vazquez (2003) showed support for the inclusion of active exercises in a multicultural course. They stated that the multicultural course should be experientially based and process-oriented. Additionally, they stated that the environment in the multicultural classroom should help facilitate student discussion and exploration in order for the multicultural course to be effective. Students would be encouraged to maintain openness to participation in self-awareness exercises. Vazquez and Garcia-Vazquez acknowledged that a multicultural course should aid students in developing communication skills in addition to self-awareness. Students would need both to express effectively what they have learned in their multicultural course.

The development of communication skills in relation to multicultural issues would also assist students with regards to ethical issues in multicultural counseling. Pedersen (1997) focused on what steps should be taken by counselors when ethically appropriate behaviors are in conflict with culturally appropriate behaviors. Pedersen discussed the importance of following the correct course of action in such a situation regarding clients and their issues. This becomes difficult when there is opposing cultural influence in counseling that challenges traditional ethical guidelines. Pedersen stated that to take the correct and ethically appropriate action, counselors needed to be aware of cultural differences. It was important for counselors to pay attention to the differences between cultures as well as the similarities across cultures of their clients. The incorporation of active learning into the multicultural course could offer students a chance to practice the communication techniques needed to express the ethical skills.
Additional support for the importance of the inclusion of active exercises is found in Alvarez and Miville (2003). They stated that it was vital to include a skills component that would allow students an opportunity to practice and apply what they have learned. A multicultural course lacking a skills component and that only focused on knowledge and self-awareness activities could leave students feeling angry. Tomlinson-Clarke (2000) found support for this through research results. Tomlinson-Clarke assessed the outcomes of taking a multicultural counseling course with graduate students. Although the course provided critical incidents for students to discuss, the use of role-plays was specified. Results from interviews conducted immediately after the course and four months later indicated similar needs from the students. The students reported that they felt the need for additional training experiences within a supportive and helpful atmosphere.

An answer to the needs of the students from Tomlinson-Clarke’s (2000) study was found in an earlier article of D’Andrea and Daniels (1991). They stated the importance of standardizing the multicultural counseling training that is offered in all programs. Without standardized training programs, graduate students are achieving different levels of multicultural development based on the quality of the multicultural counseling training they receive. Until training becomes standardized, and there is an active, experiential learning component included in training programs, there is a need for research to be conducted to provide further information and support. This study proposed to contribute to this body of literature. The purpose of this study is described followed by a review of the literature. Within the review of the literature, the topics of experiential learning, the use of role-plays in general, in counseling, and in multicultural counseling
specifically are explored. This is followed by the statement of the research problem, the research question, and operational definitions.

**Purpose**

This study focused on the experience of participation in a multicultural role-play. Cushner and Brislin (1997) stated that a culture-specific role-play offered students a chance to learn to interact with members from a specific cultural group. Students are able to play roles that are similar to their culture or roles that are from different cultures. Cushner and Brislin suggested that when students played culturally different roles, the students gathered new insights into how to change their behavior in response to another.

Watkins and Butler (1999) found similar results in their study. In their research, Watkins and Butler intentionally assigned teachers to play culturally different roles in a role-play. When the teachers were asked about their experiences, they reported increased cultural sensitivity and exposure to different thinking. It was the goal of this study to explore the specific experiences of students assigned to client and counselor roles in a multicultural role-play to discover if similar results would be found. The findings of this study contributed to the body of research supporting the use of multicultural role-plays through this exploration.

**Review of the Literature**

The first area explored was the connection between experiential learning and the use of role-plays. This was followed by the application of role-play in various fields for the purposes of: creativity and learning; awareness of different points of view; integrating and applying learned information; and developing communication skills, interviewing
skills, and counseling and consultation skills. Lastly, the use of role-plays in counseling and multicultural counseling, including the use of triads and the portrayal of the client role, were discussed.

Experiential Learning

Before examining in greater detail how role-plays have been used with multicultural training and counseling, it is helpful to explore what part role-plays have within the broader category of experiential learning. It is hoped this will provide a deeper understanding of the importance of role-play use in this study. First, the difference between pedagogy and andragogy was examined. The issue of how to keep students motivated as they take responsibility for their learning is explored next. This leads to an initial investigation of experiential learning followed by a closer investigation of experiential learning within a multicultural course. Finally, examples of experiential learning are studied.

Herremans and Murch (2003) discussed the difference between pedagogy (methods of teaching used with traditional-aged, undergraduate students) and andragogy (methods of teaching used with adult learners). As the participants in this study were graduate students who were primarily adult learners, it was helpful to explore the difference between pedagogy and andragogy. Herremans and Murch stated that with pedagogy, teachers have the primary responsibility for the learning process. Students see teachers as the main focus in the learning experience. With andragogy, the focus of the learning experience is shared between teachers and students. Teachers step out of the center of the learning process. The responsibility for learning is placed on the students.
Donald (1999) described students who took responsibility for their learning as actively seeking intellectual challenge. To facilitate students’ acceptance of this challenge, Biggs (1999) reported that students should be encouraged to use higher cognitive level processes. Donald (1999) stated that the motivation of students was also a key element to facilitate their learning process. Donald further stated that motivation for higher-order learning and for learning throughout life was an essential goal of graduate and higher education. Donald examined the effect of students’ motivation on their academic performance. Results indicated that students were successful in class if they perceived that they were well prepared for what they were being taught. To have this occur, it was important to provide the students with opportunities for experiential learning.

Positive experiential learning should provide an experience that can be applied to life (“The Evolution of Experiential Learning,” 2001). Additionally, it is important for the activity involving experiential learning to be connected to the specific goals of the class. This would help the students gain relevant knowledge, insight, and skills from the experiential activity. Herremans and Murch (2003) reported that the experiential learning should also acknowledge the individuality of the students and their experiences. The benefits gained from the experiential learning would be increased when the activity drew on the collective strengths and experiences of the students.

When focusing specifically on a multicultural course then, Arthur and Achenbach (2002) saw experiential learning as a tool for teaching and learning to increase the multicultural competency of students. It was their goal to use experiential learning to
move students out of a narrowly focused cultural view. They hoped that students would
develop an awareness and accuracy of comprehension regarding different cultural
viewpoints. Reynolds (1995) added another component to what experiential learning
should include when used with multicultural counseling courses. Reynolds stated there
was a need for affective learning to occur. Students were allowed to see the importance of
feelings and thoughts as well as development of self-awareness. This occurred through
the experiential learning process.

Experiential learning can take many forms. Fowler and Blohm (2004) analyzed
various methods used for intercultural training that involved experiential learning. They
divided the methods into two categories. The first category, cognitive methods, was
focused primarily on helping students gain knowledge. Cognitive methods included such
activities as self-assessment, case studies, and critical incidents. The second category
involved active methods which offered students a chance to apply and practice the
information they were learning. Fowler and Blohm said this category included role-plays,
simulation games, and exercises.

Further examples of active methods of experiential learning connected with
multicultural development were explored. Wolf and Rickard (2003) detailed a Native
American approach to group instruction termed “talking circles.” Klak and Martin (2003)
focused on university-sponsored cultural events and their effects on the intercultural
sensitivity of students. Different forms of drama, including sociodrama, were utilized by
several authors (Achenbach & Arthur, 2002; Jones, 2001; Tromski & Doston, 2003). Kim
and Lyons (2003) explored the effectiveness of experiential learning through the use of
games in a multicultural course. As a final example of experiential learning, Tyler and Guth (1999) discussed different ways to utilize the media, such as videos and news reports, with multicultural and diversity issues.

Although many forms of experiential learning have been utilized with multicultural training and counseling, this study focused specifically on the role-play as a form of experiential learning. Fowler and Blohm (2004) discussed role-play as one form of active learning in which students could engage during the multicultural course. They stated that role-plays provided students with the chance for spontaneous thinking and communicating. Students could practice decision making by participating in new roles. Role-plays also offered students the opportunity to practice and become familiar with new and developing multicultural counseling skills. In addition to multicultural skills, role-plays have been utilized in many fields to help develop a variety of skills. The different applications of role-plays in various fields were explored.

**Application of Role-Play in Various Fields**

Role-plays have been used in a variety of fields to develop different skill areas. An exploration of the skill areas was conducted to provide a solid base on which to view the use of role-play in a variety of areas. The skill areas included increasing creativity and learning, developing awareness to different points of view, integrating and applying learned information, developing communication skills, developing interviewing skills, and developing consultation and counseling skills in fields other than counseling. A discussion of how role-plays were used in counseling and multicultural counseling settings follows in later sections.
Creativity and Learning With Role-Plays

Shaw (2004) used role-plays to increase the curiosity and creativity of students in an undergraduate course on international relations. Shaw found that role-plays also helped increase students’ learning and retention of material related to the subject matter of peacekeeping operations and foreign policy decision making. Luff (2003) reported similar results with students in a history course. After participation in role-plays, the students appeared active and excited about the subject material. Luff linked these emotions with an increase in the students’ learning and retention of the subject material.

Awareness of Different Points of View With Role-Plays

In addition to increased learning and retention, Luff (2003) found that students became aware of other points of view after participating in role-plays. Strohmetz and Skleder (1992) utilized role-plays in a research ethics course and found comparable results. Students in the research ethics course showed an increased awareness and sensitivity towards differing points of view regarding the ethics of research projects after participating in role-plays. Simonneaux (2001) also found that role-plays used in a science course increased students’ sensitivity to differing ethical and moral points of view. Students showed increased ability to verbalize and justify their viewpoints after hearing other points of view enacted during the role-plays.

Integrating and Applying Learned Information With Role-Plays

Moss (2000) found that social work students developed awareness of different points of view after participation in role-plays. Furthermore, students had the opportunity to integrate the knowledge they had gained in class with actual practice. Herremans and
Murch (2003) also utilized role-plays with their business students to encourage the integration of information with practice. The business students were enrolled in a management class and were able to practically apply what they had learned in class through participation in role-plays. Additionally, Beard, Salas, and Prince (1995) utilized role-plays with flight crew to enhance the integration and application of specific crew resource management behaviors.

**Developing Communication Skills With Role-Plays**

Swink (1993) reported that role-play participants in a business setting were able to develop communication skills as they integrated and applied the knowledge they had just learned from the training. Increased communication skills were also reported by Lau, Stewart, and Fielding (2001). Lau et al. used role-plays to help medical students learn how to communicate effectively with patients when there was a language barrier and an interpreter present. They found that medical students reported improved communication skills after participating in role-plays. Humair and Cornuz (2003) used role-plays to help medical residents develop and target communication skills to work effectively with a specific patient population.

**Developing Interviewing Skills With Role-Plays**

Andrew (1996) utilized role-plays to increase communication skills of nurses. However, Andrew saw the ability to communicate effectively as one piece in the overall development of interviewing skills. She reported that nurses had a chance to form and practice interviewing skills to be used with a specific patient population after participating in role-plays. Pomerantz (2003) also employed role-plays to develop
interviewing skills. Pomerantz reported that clinical psychology students showed improved interviewing skills after taking part in role-plays that allowed them to practice with student clients during a psychology course.

*Developing Counseling and Consultation Skills in Non-Counseling Fields With Role-Plays*

In addition to interviewing skills, Pomerantz (2003) incorporated the development of psychotherapy skills into role-play practice for clinical psychology students. Koh and Goh (1991) used role-plays to teach medical students appropriate consultation skills with their patients. The consultation skills focused on the creation and management of the doctor-patient relationship during a medical appointment. Nagano (2000) utilized role-plays to help nursing students develop similar skills. Nagano reported that nursing students were able to practice counseling skills, such as empathy and encouragers during the role-plays.

*Use of Role-Play in Counseling*

Within the counseling literature, role-plays have been used to serve various purposes. Couture (1999) utilized role-plays to help teach specific skills used in pastoral care and counseling. Because pastoral counseling was considered a practical as well as intellectual art, Couture described the importance of using role-play, a practice component, as a method to instruct students. Couture reported that role-play also served as a tool for students to learn how to create a moment of care in the life of their clients. This was done through learning to pay attention to details and through learning
observation skills. Couture discussed that playing roles different to themselves in the role-play often greatly helped students to learn these skills.

Kisch (1977) took the use of role-plays outside of the classroom and into the counseling field. The role-plays were conducted with counselors and clients. The clients were encouraged to play the role of consultant-observer in the role-play process. Kisch reported that this role was less threatening to clients because they do not have to be complete participants in the role-play. The clients have the opportunity to play passive consultant-observers and active consultant-observers. The therapist plays the role of the client, asking the consultant-observer for advice about a previously discussed issue. After the therapist receives advice from the client in both consultant-observer roles, the client is allowed to process and decide which advice to follow.

Ward (1985) reported that role-plays were effective for use in group work. The role-plays were helpful in fostering group leader interventions within the classroom setting. In addition to the examples from the literature, the researcher has experienced the effective use of role-plays in diagnosis and psychopathology courses. In such classes, role-plays allow the students a chance to experience how it might be to interact with clients presenting with various mental health issues. This researcher has also experienced role-plays used effectively in counseling theories and techniques courses.

Use of Role-Play in Multicultural Counseling

This study focused specifically on the use of a role-play in a multicultural course. There has been much discussion in the multicultural counseling literature related to the use of role-plays to enhance multicultural learning. Roysircar, Hubbell, and Gard (2003)
reviewed multicultural research described in the counseling literature. They found that results from the multicultural research indicated that multicultural activity helped the development of multicultural counseling competency within students. Constantine (2001) found similar results from her study. She focused on the level of formality in multicultural training and the effects it has on the abilities of counselors to work with culturally diverse clients and their mental health issues. Results showed that counselors who reported higher levels of formality in multicultural training, including participation in multicultural role-plays, were better able to conceptualize cultural implications of the clients’ mental health issues.

Heppner and O'Brien (1994) supported the efficacy of role-plays in a multicultural counseling course. They reported that counselor trainees highlighted the importance of experiential activities in helping them develop multicultural awareness and knowledge. Parker, Moore, and Neimeyer (1998) focused in on a specific area of multicultural awareness and knowledge. They examined the effect of multicultural training on graduate counseling students’ racial identity. The multicultural training the students received included three parts: cultural knowledge, personal awareness and growth, and cross-cultural skills and sensitivity training which included participation in role-plays. Results suggested that students receiving the training worked on developing their racial identity. This led the students to report increased levels of interracial comfort when working with culturally diverse clients.

Carlson, Brack, Laygo, Cohen, and Kirkscey (1998) conducted a comparative analysis between different counseling programs through interviews of graduated
counseling students. Post-hoc univariate tests revealed significant differences between the groups of students. Carlson et al. reported post-hoc results that students who had received practical experience and exposure to multicultural activities such as role-plays reported increased levels of multicultural competency. The same group of students also had high counselor rating scale confidence scores. Manese, Wu, and Nepomuceno (2001) conducted an exploratory study over 10 years with results that support those found in Carlson et al. After counseling students had participated in a multicultural internship training that included role-play elements, Manese et al. found that there was a reported increase in students’ knowledge and skills. Steward, Wright, Jackson, and Jo (1998) also reported that students showed an increase in multicultural awareness after receiving multicultural training. The students were then reported by the clients of the exercises as demonstrating higher levels of cultural sensitivity.

**Use of Triads in the Role-Play Process**

A different grouping of articles examined a specific form of role-play. Whereas general role-play models incorporate a dyad, the counselor and client, Pedersen (1977, 2000) presented a new model of multicultural training called the triad model of cross-cultural training. The triad training model was based on a multicultural role-play format but included roles in addition to that of counselor and client. Pedersen called the new roles the anti-counselor and the pro-counselor.

Pedersen (1977) explained that each role, the anti-counselor and the pro-counselor, had a specific job to do in the multicultural role-play. The anti-counselor’s job was to model and encourage negative feedback to the counselor who was working with a
culturally different client. The anti-counselor, speaking from the perspective of the culturally different client, informed the counselor when a culturally inappropriate intervention was used. The counselor then had the opportunity to immediately correct such errors while still in the role-play scenario. The pro-counselor (Pedersen, 2000) had the task of reinforcing and facilitating the counselor’s use of appropriate cross-cultural counseling skills. Both worked to help inform the counselor about the internal dialogue of the culturally different client. The other roles in the role-play that students were assigned to play included the counselor and a culturally diverse client. Pedersen reported that after the model had been used, people were better able to visualize and verbalize the client’s issues from the client’s perspective. People were also able to more quickly identify possible areas of resistance within the counseling session.

Fowler and Blohm (2004) also discussed the use of multicultural role-plays with triads. For their purposes, the third member acted as an observer. The observer watched the role-play counseling process as it occurred between the counselor and client. The observer then shared feedback and discussion with the students that had played the counselor and client roles. Both Fowler and Blohm and Pedersen (2000) recommended repeating the role-play activity until each student was able to participate in each of the roles.

Neimeyer, Fukuyama, Bingham, Hall, and Mussenden (1986) researched the use of the triad training model (Pedersen, 1977). Neimeyer et al. focused in specifically on a comparison of the pro-counselor and anti-counselor roles of the triad model. In the study, students participated in a role-play based on a Hispanic client. The participants were
assigned to play the role of the anti-counselor or the pro-counselor. They worked with the same client-counselor team for each role-play.

Neimeyer et al. (1986) reported that the goal of the study was to focus on the experiences of the students as they played the roles of pro-counselor or anti-counselor. Neimeyer et al. explained that higher means in each case reflected lower levels of the variables. Results showed that students in the anti-counselor role reported experiencing more confusion ($M = 3.38, SD = 1.22$) than those students who played the role of pro-counselor ($M = 4.28, SD = 0.60$), $F(1, 18) = 14.53, p < .0013$. The students in the anti-counselor role also reported feelings of decreased competency ($M = 2.55, SD = 0.99$) when compared with those students who played the role of pro-counselor ($M = 1.86, SD = 0.57$), $F(1, 18) = 4.37, p < .05$. Results suggested that the anti-counselor role would be more appropriate for an advanced counseling student already in possession of a level of confidence and skill in multicultural interactions. The pro-counselor role would be more appropriate for beginning counseling students because it would provide them with a successful experience. Neimeyer et al., through their research, contributed to the validation of the triad training model. They also added to the literature of role-play usage in multicultural counseling courses by reporting the specific experiences of the students assigned to the roles of pro-counselor and anti-counselor.

Portrayal of Client Role in Role-Play Process

There has been some debate in the literature as to who should play the role of client in role-plays used for multicultural training and counseling. In the experience of this researcher, students have portrayed culturally different clients during role-play
experiences. This is not universally accepted as best practice, however. The differing points of view on who should play the role of client was explored with support presented for the decision this researcher made as to who would play the role of client.

Pomerantz (2003) presented three reasons for why students should not play client roles. The first reason is that the strength of the roles that students play as clients depends upon the amount of acting ability the students possess. Pomerantz reported that poor acting ability leads to poorly developed client roles which can cause awkward silences and breaks in the role-play process. The second reason Pomerantz listed was that students were generally more interested in learning and experiencing the counselor role instead of the client role. The final reason students should not play client roles was connected with the level of familiarity between students. Pomerantz described that students may know each other personally, especially if the class size is small. This would make it challenging for the students playing counselors to imagine their classmates in different roles as clients.

Fowler and Blohm (2004) focused on the role of the client specifically with multicultural training. They allowed that using role-plays can be useful with multicultural training as long as certain stipulations were followed. Fowler and Blohm stated that in order for role-plays to be effective across cultures, the role of the client should be played by someone of the same culture. Fowler and Blohm urged caution for role-play usage if the client role was not played by someone of the same culture. They stated that stereotypes may emerge when people attempt to portray the roles of culturally different clients.
Tromski and Doston (2003) presented information in support of having students play the roles of culturally different clients. They reported that counseling students who participated in role-plays received additional benefits by portraying a culturally different role. Tromski and Doston stated that students’ worldviews were challenged when asked to play minority client roles. The exposure that the students received while in these roles could lead to heightened cross-cultural awareness. Tromski and Doston reported there was a possibility that students could slowly begin to develop an empathic understanding of the conscious and unconscious oppression that affects minority clients.

Cushner and Brislin (1997) discussed additional benefits that occur when a student plays culturally different roles. They reported that when students played culturally different roles, the students gathered new insights into how to change their behaviors in response to other cultures. Watkins and Butler (1999) also showed support for having role-play participants play culturally different roles. They conducted research in which teachers were intentionally assigned to play culturally different roles in role-plays. The teachers reported that participation in culturally different roles exposed them to different thinking. The teachers also reported increased awareness to cultural sensitivity.

Much consideration was given to the points made by the literature against and in support of students playing the role of culturally different clients. The researcher decided to assign students to play the roles of culturally different clients. The researcher felt that the potential benefits the students could gain by participating in such a role (Cushner & Brislin, 1997; Tromski & Doston, 2003; Watkins & Butler, 1999) justified this decision.
The researcher also heeded the cautionary statements about pursuing such a course of action (Fowler & Blohm, 2004; Pomerantz, 2003). The researcher addressed these concerns in the planning of this research as seen in Chapter 2, Methodology.

Statement of the Problem

Neimeyer et al. (1986) researched the use of Pedersen’s (2000) triad training model. They focused specifically on the pro-counselor and anti-counselor roles of the triad model. The goal of the study was to examine the experiences of the students as they played the pro-counselor or anti-counselor roles. Results showed that students in the anti-counselor role reported experiencing more confusion and feelings of decreased competency than those students who played the role of pro-counselor. Neimeyer et al. contributed to the validation of the triad training model. They also added to the literature of role-play usage in multicultural counseling courses by reporting the specific experiences of the students assigned to the roles of pro-counselor and anti-counselor.

It was interesting to note that the focus of the studies reviewed, with the exception of Neimeyer et al. (1986), was on the use of role-plays as general techniques. No apparent emphasis was placed on how the actual roles in the role-play were experienced by the students, counselors, or professionals involved in the role-play. This has contributed to the researcher’s interest in discovering just how the specific roles of counselor and client are experienced. This interest has guided the formation of the research question for this study.
Research Question and Subquestions

The main research question of this study is as follows: How do master’s counseling students enrolled in a multicultural course experience participation in a role-play based on a female Puerto Rican client? Several subquestions are also explored, including:

How does participation in a role-play inform students’ future practice with culturally diverse clients?

How does exploring master’s students’ role-play experiences inform the pedagogy of multicultural training?

The final subquestions pertain to potential gender issues. The questions are:

How does the gender of the Puerto Rican client inform the counselor role?

How does the gender of the counselor influence the client role?

Operational Definitions

Role-Play

Fowler and Blohm (2004) defined a role-play as an unrehearsed action in a realistic scenario. Participants play the roles of characters in a new situation for a clearly detailed purpose, that is, trying out new or improved skills. Beard et al. (1995) defined a role-play as training that uses focused and specific practice and feedback to develop skills. Beard et al. described the role-play process as one in which the participants are given a description of a scene and a specific role to play. The participants are to assume that they are in that scene. They are then asked to respond to the issues in the scene as well as to the actions from the roles of the other participants in the role-play.
Multicultural Counseling

Roysircar et al. (2003) defined multicultural counseling as a professional response to clients from racial and cultural minority groups based on the assumptions that cultural heritage and norms influence the worldviews of clients and counselors. Issues like prejudice, stereotyping, and discrimination accounted for significant stressors in the definition provided by Roysircar et al. They also stated that the exploration of racial and cultural issues was pertinent to treatment in multicultural counseling.

Summary

The researcher was interested in exploring the experiences of students who have participated as client or counselor in a multicultural role-play based on a Puerto Rican, female client. A discussion was provided in this chapter that explored the need and importance of utilizing a role-play in multicultural counseling training (D’Andrea & Daniels, 1991; Constantine, 2001). Literature was reviewed that described the role-play process as a form of experiential learning. This learning could be used as a tool to increase the multicultural competency of students (Arthur & Achenbach, 2002).

The researcher looked for literature that examined and reported information about the actual process of playing a role in a multicultural counseling role-play. The researcher was interested in literature that presented specific role-play experiences of participants who had portrayed particular roles in a role-play process. Such roles could include counselor, client, or observer. The study conducted by Neimeyer et al. (1986) was the main example that the researcher found which offered such information. In their study, Neimeyer et al. researched the experiences of students who played the roles of pro-
counselor and anti-counselor based on the triad training model (Pedersen, 1977).

Neimeyer et al., however, did not extend their research to include the experiences of the students who were in the roles of either client or counselor. To discover what the experiences of students who played the role of client or counselor in a multicultural role-play might be, the researcher has conducted this study.
CHAPTER II

METHODOLOGY

Counselors do not have to be of the same culture as their clients in order to be effective. However, a multicultural counselor does have to possess knowledge of multicultural research and racial identity theories. Multicultural counselors should also have multicultural competency and demonstrate an awareness of personal experience and empathy. This awareness would be developed by counselors addressing their own racial and ethnic identities (Delgado-Romero, 2001). Additionally, Roysircar et al. (2003) said multicultural counselors need to have a fundamental knowledge of the client’s culture.

D’Andrea, Daniels, and Heck (1991) proposed the creation of a multicultural counseling course designed to offer students the opportunity to learn essential multicultural knowledge and concepts. D’Andrea et al. incorporated role-play activities into the course design. This was done to aid students in the development of multicultural counseling skills. Tromski and Doston (2003) supported the use of role-play or interactive drama with counseling students. In addition to developing and practicing multicultural competency skills, Tromski and Doston stated that students could increase their cross-cultural awareness and understanding. They felt the interactive process challenged students to experience a different worldview. It is the belief of this researcher that a deeper understanding of how students experience participation within specific roles of a role-play is needed to further effective multicultural training of counseling students.
Design

The main research question of this study is as follows: How do master’s counseling students enrolled in a multicultural course experience participation in a role-play based on a female Puerto Rican client? Several subquestions are explored, including:

How does participation in a role-play inform students’ future practice with culturally diverse clients?

How does exploring master’s students’ role-play experiences inform the pedagogy of multicultural training?

The final subquestions pertain to potential gender issues. The questions are:

How does the gender of the Puerto Rican client inform the counselor role?

How does the gender of the counselor influence the client role?

These questions helped the researcher explore if and how the gender of the students in the roles of student counselor and student client affected the role play process.

Paniagua (1998) discussed the role of gender in the traditional Hispanic culture. Paniagua noted definite differences between a culturally appropriate male and female role. A traditional man had physical strength and aggressiveness. Casas, Wagenheim, Banchero, and Mendoza-Romero (1995) reported that the traditional Hispanic man kept tight control of his emotions while providing a sense of security and stability for his family. He was the source of economic power and the final arbiter for all major decisions. Paniagua stated that the traditional man commanded respect or submission to his authority from his family.
Paniagua (1998) reported that it was the traditional role of the woman to provide this respect and submission. It was also expected that the woman would be dependent, obedient, timid, docile, and gentle. Casas et al. (1995) added that a traditional woman was seen as the family caretaker and managed household duties. Altarriba and Bauer (1998) agreed that there was a double-standard for Puerto Rican men and women specifically. They reported, however, that there have been some changes to the traditional roles of Puerto Rican women as they have sought work outside of the home. One of the changes noted by Altarriba and Bauer is that Puerto Rican women are making more household decisions. Locke (1998) also reported that changes were occurring in the traditional Puerto Rican male and female roles. However, Locke stated that although the traditional Puerto Rican man may show an increase in flexibility with his family, he is still viewed as the primary authority figure.

It was questioned whether a quantitative or qualitative design would provide the best answers for this study. Bogdan and Biklen (1998) discussed the basic differences between qualitative and quantitative designs. Quantitative designs are based on research questions created by operationalizing variables. Quantitative researchers have specific questions or hypotheses that they are looking to answer or test during their research. Glaser and Strauss (1967) added that quantitative research was also used to test theories with rigor. Strauss and Corbin (1990) reported that data collected by quantitative researchers were easily analyzed using statistical procedures.

The nature of the data that would come from examining the role-play events and experiences of the participants constituted what Merriam (1988) referred to as descriptive
data. Bogdan and Biklen (1998) explained descriptive data as taking the form of words or pictures. Merriam reported that results were also presented using words and pictures in lieu of numbers. Bogdan and Biklen stated that descriptive data included a discussion of the results containing quotes from the data to illustrate and substantiate the presentation.

Support for a qualitative design was suggested by the literature to be used in conjunction with multicultural research. Merchant and Dupuy (1996) reported significant correlation between the traditional qualities of a qualitative study and the development of multicultural competency. It was suggested that both areas required a person to develop knowledge and understanding of different cultures, worldviews, personal biases, and assumptions. Merchant and Dupuy stated that one must then possess the skill to implement culturally appropriate strategies and techniques. They described the focus of qualitative research as the comprehension of a complex social situation with no pre-established boundaries. In much the same manner, a counselor working on multicultural development must seek to understand the intricacies of the issues of a culturally diverse client.

Choudhuri (2003) described an affinity between qualitative research and multicultural counseling. Choudhuri suggested that qualitative research often asks questions that parallel what counselors would ask of clients. The nature of such questions allow for clinically significant exploration. It is possible to develop new understandings from such answers which could then benefit both qualitative and multicultural perspectives. Choudhuri stated that qualitative research used in a multicultural counseling context could also generate ideas about what clients find helpful as well as empowering.
It was the goal of this researcher to discover how students enrolled in a multicultural course experienced participation in a role-play based on a female, Puerto Rican client. The researcher decided a quantitative design would not answer the research questions effectively. A qualitative design, however, provided a more thorough and rich analysis of the descriptive data from this study. The researcher was interested in gathering rich descriptive data in one specific area. The area involved finding out how students in different roles of the role-play, counselor or client, experienced the role-play process. Bogdan and Biklen (1998) discussed how having interests such as those expressed by the researcher were a natural part of qualitative research. They described this interest as meaning. Bogdan and Biklen said that meaning is of primary importance to the qualitative researcher.

A qualitative design that allowed for exploration of interests would provide the richest answers possible to the research question. The researcher explored which specific qualitative design best fit the research. As the researcher was interested in concentrating on many variables present in each participant’s story, a qualitative case study design was appropriate (Merriam, 1988). The researcher felt this was sufficient evidence; therefore a qualitative, multiple, single case study design was utilized.

Participants

An assistant professor (who was the instructor of record) allowed this researcher to conduct this study in his class. Participants for this research, therefore, were selected purposefully from a group of students who were currently enrolled in a graduate level multicultural counseling course at Kent State University (see Appendix A for a copy of
the multicultural counseling course syllabus). Participants were master’s level counseling students from community counseling and school counseling programs. Dates were set for the researcher to come into class on June 16th, 21st, and 23rd of the year 2004. The dates were chosen carefully to coordinate with the professor’s schedule and not to interfere with any exams or assignment due dates of the students. The students were assigned to one of two categories in relation to the research that was conducted. The first category, interviewees, involved roles that were direct participants. The roles in the second category, observers, were indirect participants.

**Interviewees**

Eight students were selected to directly participate in a role-play. The students were placed into four counselor-client teams. One case scenario involving a female, Puerto Rican client was used as the role-play for each of the four teams. Four students were assigned to play the role of counselor. Four female students were then assigned to play the role of the female, Puerto Rican client. Gender was used as a criterion for the selection of female students that would play the role of the female Puerto Rican client. Gender was not used as a criterion for the selection of the students that would play the role of counselor.

**Observers**

The students in the class that were not directly involved in the student role-play as either client or counselor were assigned to be observers. The observers were divided between the various student role-play groups. Two observers were assigned to monitor each student role-play group. The observers completed a checklist based on what they
viewed during the student role-play. In addition to this assessment, observers answered various questions about what they had observed during the student role-play. Gender was not used as a criterion for the observers. Age, race, socio-economic status, and the amount of time in the counseling programs were not criteria used for selection of students in either category of this research.

*Researcher*

The researcher is a Caucasian female. She is currently a doctoral candidate in the counselor education and supervision doctoral program at Kent State University. The researcher is a Licensed Professional Clinical Counselor with her supervisory endorsement from the state of Ohio. The researcher is fluent in Spanish and has experience providing bi-lingual counseling with Hispanic clients.

The researcher was aware of entering into this research with the following assumptions. The first assumption the researcher recognized was the assumption that the students enrolled in the multicultural course wanted to increase their multicultural development. The second assumption this researcher held was that the students learned the information presented in the multicultural course. The third assumption was that the students would need the information they learned from the multicultural course in order to effectively counsel culturally diverse clients. The final assumption of the researcher was that any participation in the role-play would have an effect on the multicultural development of the students. Included in this development would be the ability to generalize what they learned from their experiences in the role-play to their future practice with culturally diverse clients (Pedersen, 2000).
Measures

Demographic Form

All participants completed a brief demographic form (see Appendix B). The demographic form asked participants to provide factual information about gender, race, ethnicity, age, and undergraduate or other academic degrees. Participants were also asked about the courses they have completed and in which specific master’s program. The information gathered from this question served as a control for the different levels of participants’ experience. Participants briefly described any cultural experience or training they had prior to taking the current multicultural course. Additionally, participants described what their previous role-play experiences were from other courses in their master’s programs. A foundational story emerged about the participants from the information gathered on the demographic form. This provided a base on which to build the descriptive data.

Interpersonal Process Recall

Interpersonal process recall was applied as a measure with the students in the student counselor and student client roles. This occurred upon completion of the role-play process. Kagan, Krathwohl, and Farquhar (1965) stated that interpersonal process recall was used to develop insight into the behaviors, thoughts, and feelings that occur during interpersonal communication such as a counseling session. Yaphe and Street (2003) described this process as an analysis of steps taken by those involved in the interpersonal communication. Daniels (1994) reported that part of the analysis focused on the trainee’s thoughts and feelings related to the trainee’s performance during a counseling interview.
Kagan (1975, 1984) described the other piece of the analysis as a similar reflective process from the student or trainee that had participated in the client role during the counseling interview.

Kagan (1975) described various forms of interpersonal process recall. The process could be focused solely on the client or counselor’s respective thoughts, feelings, and beliefs connected with the counseling session. The process could also include a mutual sharing between the counselor and client wherein the client and the counselor are invited to review the audio or video taped counseling session that had just occurred. Kagan (1984) emphasized the importance and power of this form of mutual interpersonal process recall. During this process, both participants share recalled thoughts and feelings that emerge during the review. Both participants have the option and control to stop the tape at any point where they wish to share or reflect on the session. The participants focus on how each had perceived the other and what meanings each had ascribed to the other during the counseling session. It is the job of the third person involved with the interpersonal process recall to help guide and encourage these reflections.

Kagan and McQuellon (1981) described the duties the inquirer has as the third person involved with the interpersonal process recall. The inquirer’s role, which the researcher assumed, is to pose open-ended questions to the counselor and client during the process. The questions are designed to facilitate self-exploration and analysis as well as discussion regarding unexpressed thoughts or feelings that may have occurred during the initial counseling session. Griffith and Frieden (2000) reported that the sharing of such reflective content could act as a catalyst for discovery. They stated that this could
occur through the uncovering of material that was only vaguely recognized during the initial counseling session. The researcher utilized the mutual interpersonal process recall as an initial measure to aid the student counselor and student client in assessing and reflecting on the role-play process they just completed. The researcher hoped that such a process would act as the catalyst for discovery for the student counselors and student clients as Griffith and Frieden discussed.

### Interview Protocol

A structured interview format was utilized to question the student participants that were involved directly in the role-play as either counselor or client. In order to maintain the potentially unique perspectives from the different groups participating in the role-plays, each student participant was interviewed individually. The female students who participated in the role of student counselor were interviewed individually. This was followed by the individual interviews of the female students who participated as student clients.

The same basic questions were utilized in each individual interview. The questions were designed to allow the participants opportunity to reflect on their participation in the role-play. Questions were as follows:

1. Think about the experience you just had as you participated in this role-play process. Describe your experiences to me as you were in the counselor/Puerto Rican client role. For example, what were your thoughts, feelings, reactions?
2. How, if at all, did the multicultural information presented in class inform you during the role-play?

3. What culture specific information pertaining to the Hispanic/Puerto Rican culture did you find helpful or useful during the role-play?

4. *Counselors:* In what way would your role have been different if the Puerto Rican client had been male?

5. *Clients:* In what way would your role have been different if your counselor had been male?

6. *Clients:* What was your experience playing the role of a client whose ethnic background was different from yours? For example, what thoughts, feelings, or questions did you have during the role-play process?

7. *Counselors:* What was your experience offering counseling services to a client whose ethnic background was different from yours? For example, what thoughts, feelings, or questions did you have during the role-play process?

8. How prepared do you currently feel to work with culturally diverse clientele after participating in this role-play process?

9. How has the chance to apply information from your multicultural course through participation in this role-play informed your future practice with culturally diverse clients?
Observer Checklist

Humair and Cornuz (2003) utilized an observation checklist with their students that consisted of single sentences or actions. The students acting as observers simply had to mark whether they observed each sentence or action during the role-play. The researcher created a checklist of single sentences or actions that would be culturally appropriate and accepted for working with a female Puerto Rican client (see Appendix C). The checklist was used in conjunction with several open-ended questions.

Humair and Cornuz (2003) reported that students showed an increased ability to stay focused by working off of a checklist while observing the interactions of a role-play. The checklist utilized in this research provided the observers with a similar base upon which to monitor the specific role in the role-play. The researcher used the material on Hispanic and Puerto Rican culture that is taught in the multicultural course (see Appendix A) to form the checklist items. Additional skill based items on the checklist were incorporated from the various techniques Pedersen (2000) noted that counselors used when conducting multicultural counseling.

Delphi Method

Cultural experts in the field of multicultural counseling reviewed the checklist for cultural appropriateness. The experts were approved by the researcher and her research committee. The researcher based this process on a Delphi method. Linstone and Turoff (1975) described the focus of the Delphi method as one in which the opinions of experts are utilized to ascertain values and preferences of a specific group. Clayton (1997) defined an expert as someone who possesses the necessary experience and knowledge to
participate in a Delphi method. This general definition reflected the point made by Mitchell (1991). Mitchell reported that no concrete methods had been found to help a researcher utilizing the Delphi method decide who an expert was or how to select an expert.

Helmer (1983) suggested that expertise could be based on past performance, years of professional experience, or the number of scholarly publications. For the purposes of this study, an expert was defined as a counselor educator who has contributed to the multicultural counseling field in at least two of the selected areas. The selected areas included: publications, trainings, and presentations within the last year. Additionally, the expert had a specific multicultural focus with the Hispanic and Puerto Rican population. Meeting the qualifications of the criteria provided a minimum requirement for selection of expert reviewers.

Observer Training

Once the checklist had been verified by the expert reviewers, the students acting in the observer role were trained on the use of the checklist. The student observers were handed an observer checklist with specific examples included on the form (see Appendix D). The researcher explained the observer checklist to the student observers. Specific examples of the checklist items were then discussed. The researcher clarified any remaining questions on the meaning of the content in the observer checklist form. At the time of the role-play observation, the student observers were given the original observer checklists (see Appendix C) for use.
Observer Questions

Powell (2003) informed researchers that the selection of experts did not have to be a representative sample. Powell claimed that in a Delphi method, how representative the selected experts were was based on the quality of the experts. Clayton (1997) suggested that participants could, therefore, be chosen from the local, state, national, or even international level. Dawson (2001) cautioned researchers not to select participants at random. The selection process should be purposeful and Dawson maintained that each expert should possess knowledge relevant to the questions being posed by the researcher. Use of the experts’ knowledge in the creation of the questions allowed the checklist (see Appendix C) to be emically derived (Merchant & Dupuy, 1996).

Inclusion of several open-ended questions allowed the researcher a certain amount of understanding of personal interpretations of the observers. The answers from the observers also provided triangulation for the data gathered from the interviewees who played counselors or clients in the role-plays. The questions included the following:

1. What do you think the client or counselor experienced during the role-play, based on what you observed from watching the role-play process (i.e. non-verbal behaviors, gestures, tone of voice)?
2. How, if at all, did the multicultural information presented in class inform the client or counselor during the role-play?
3. What culture specific information pertaining to the Hispanic/Puerto Rican culture did you observe the client or counselor using during the role-play?
4. What difference, if any, did the gender of the counselor have on working with a female Puerto Rican client in the role-play?

5. Based on the role-play observation, how prepared do you think the client or counselor is to work with culturally diverse clients?

6. How has the chance to observe the application of information from the multicultural course through observation of this role-play process informed your future practice of working with culturally diverse clients?

Procedure

Creation of Role-Play

Pedersen (2000) reported the need for multicultural counselors to be able to understand their own and the client’s internal messages. Pedersen suggested that counselors can work on developing this understanding through participation in a role-play. He reported that the role-play also provides counselors with the chance to safely practice skills, make mistakes, and learn how to correct the mistakes. Stringer (1999) cautioned, however, that a created role-play only has value if it is a relevant and practical example of a real issue. If the scenario set in the role-play is not realistic, it will not provide adequate opportunity for the counselor to learn the skills Pedersen discussed. Therefore, the initial creation of the role-play was based on a case example from McFadden (2000). The researcher then followed guidelines suggested by Shepard (2002) to ensure a culturally relevant and practical role-play.

Shepard (2002) discussed the importance of creating the character. For the purpose of this research, the client in the role-play was a Puerto Rican female based on a
character from a cultural vignette in McFadden (2000). A Puerto Rican client was selected from the various Hispanic groups for several reasons. The United States Census Bureau reported that as of the year 2000, Puerto Ricans were the second largest Hispanic group in the United States (Guzman, 2001). The Census also reported that Ohio was second only to Illinois for the largest Puerto Rican population in the Central Region of the United States (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin, and Ohio). Finally, the researcher has professional experience providing bi-lingual counseling for Puerto Rican clients and families.

Description was added to the female, Puerto Rican client by creating a back story, what Shepard (2002) described as personal history and major life influences. Shepard next recommended detailing the conscious and unconscious desires of the character, identifying exterior forces such as professional or personal forces, and identifying the trigger event or what led the client into counseling. The researcher next detailed the presenting problem of the client keeping the emphasis on cultural factors instead of diagnostic issues. Shepard supported this saying that it was not necessary for the presenting problem to meet specific diagnostic criteria. Roysircar et al. (2003) agreed stating that there was an expectation for multicultural counselors to help with practical problems associated with daily survival. The completed role-play was sent to various experts in the field of multicultural counseling who possessed familiarity with Puerto Rican clients to ensure that the scenario was valid and realistic (see Appendix E for a copy of the role-play).
Research Protocol

The researcher first applied for and received approval from the Kent State University Institutional Review Board to use human participants in the research study (see Appendix F for a copy of the Kent State University Institutional Review Board approval). The next steps in the research protocol were the creation of the role-play and the observer checklist. The researcher finalized and verified the items to be used. This was accomplished by sending the role-play and checklist out to experts in the field of multicultural, Hispanic counseling who were approved by the researcher’s research committee. The researcher then moved into the classroom to begin data collection. The professor of the multicultural course was informed that the maximum amount of time required for the research was two partial and two full class periods if the students chose to participate.

On June 14, 2004, the research project was described to the students (see Appendix G) and any questions were answered. The researcher secured consent of participation from the willing students (see Appendix H for copy of consent form). It was made clear to the students that their grade in the multicultural course was not dependent on their participation in this research. Students were informed that their participation would be audio taped and permission was secured from them (see Appendix I for copy of audiotape consent form). Dates were set for the researcher to come into class on June 16th, 21st, and 23rd of the year 2004. The dates were chosen carefully to coordinate with the professor’s schedule and not to interfere with any exams or assignment due dates of the students.
On June 16, 2004, the researcher randomly selected four female students to play the role of student counselor. Four female students were selected to play the role of student client. The remainder of the class was randomly assigned to the role of observer and placed into one of four observer groups. The researcher next met with the student observers in a separate room. The student observers were trained on the use of the observer checklist using the observer checklist with examples (see Appendix D). The observer checklist was explained and any questions the student observers had were answered. The student observers were informed that they would receive an observer checklist without examples on the night they observed the multicultural role-play. The observer checklist without examples (see Appendix C) was used so as to not influence what the student observers might observe.

Due to the nature of the processes involved, the researcher chose to conduct two role-plays per night of class for the next two classes on June 21 and June 23, 2004. This allowed the researcher time to interview the student counselors and student clients immediately after participating in the role-play. The following procedure occurred before the beginning of each group, each night, prior to the start of the role-play process. Students assigned to client and counselor roles briefly stepped out of the room. The observing students were put into pairs and asked to monitor the student role-play process. Observers were informed that they would keep track of behaviors on the observer checklist (see Appendix C) for which they had been previously trained, while monitoring the student role-play. Instructions (see Appendix G) were read to the observing students. The researcher clarified any points on the checklist while attempting to keep overall
structure setting to a minimum. This was done so that the researcher’s own bias or expectations were not imposed on the observers.

The role-play was passed out to the students playing the client and counselor roles. The student participants were informed that the intake procedure previously had been completed. After the students read over their assigned roles, the student playing the counselor went into the reserved research room without discussing the role-play with anyone. The researcher then read instructions (see Appendix G) to the student playing the role of client. Shepard (2002) recommended rehearsing the student actors prior to playing the role of a client. This recommendation was followed by helping the students become grounded in their role as client. The student client was asked to imagine that she was waiting in a waiting room prior to going in for her first counseling session. The student client was encouraged to reflect on what she would be feeling, thinking, or wondering based on what she read in the role-play.

The researcher went back into the room and read instructions (see Appendix G) to the student playing the role of counselor. The student counselor was informed she was going to see the student client for the first counseling session. Any questions from the student counselor about the role-play were addressed. The student counselor and student observers took their places. The student client was then invited to join the student counselor and student observers in the individual room. The role-play was allowed to continue for an average of 15 minutes. Each role-play was audio taped.

At the conclusion of the role-play, the students from the student counselor and student client roles were asked to remain in the room where the role-play occurred. The
students from the observer role were asked to return at a specified time to complete their interview. The researcher conducted an interpersonal process recall debriefing with the students who played the roles of student counselor and student client. Stringer (1999) encouraged the inclusion of debriefing after participation in a role-play. He felt that the debriefing process was where a large part of teaching occurred. The interpersonal process recall was audio taped. The researcher read the directions for the interpersonal process recall to the students (see Appendix G). The researcher, student counselor, and student client reviewed the audio taped role-play session that the student counselor and student client had just completed. The researcher processed various reactions and comments from the entire role-play process with the students. Following the debriefing process, the researcher individually interviewed the student counselor and student client.

Upon their return, the observers were interviewed as a group. The information from interviewing the observers provided triangulation of the stories that had been gathered from the clients and counselors. Checklists were collected from the observers. The students that participated in the role-plays during the first class were told not to discuss their experiences with other students from class so as not to influence students who would be participants in the third and fourth groups on the second night of data collection. The researcher reentered the class a final time on July 12, 2004, at the conclusion of the research activities. The researcher shared preliminary results with the students. The participants and the professor were thanked for their willingness to participate and for the use of their time and their class time for research purposes.
Data Analysis

The researcher transcribed all material from the IPR process discussions (see Appendix J for a sample transcript of the IPR process of group one) and the interviews of the student counselors, student clients, and student observer groups. The transcripts were placed on file and are available from the researcher. The transcribed material was then analyzed extensively using QSR NUD*IST N6 (QSR N6). QSR NUD*IST is a software package that was designed to handle Non-numerical Unstructured Data by techniques of Indexing and Theorizing. The most recent form of NUD*IST is N6 which was developed in 2002 (Richards, 2002). It was designed to powerfully manage and flexibly analyze text data.

Throughout the analysis of the IPR process and interviews, the researcher searched for themes and ideas that were placed into nodes. Richards (2002) described nodes as containers for categorizing and coding data. They consisted of concepts, processes, people, or abstract ideas. QSR N6 utilizes parent nodes for overarching or broad themes. As more parent and child or subcategory nodes are developed, and the data become more complex, an organizational, hierarchical tree emerges. The researcher had the following parent nodes: experience of role-play, experience of culture in role-play, how student counselor role informed by gender of Puerto Rican client, how student client role influenced by gender of counselor, how role-play informed future practice, preparation to work with culturally diverse clients, how multicultural information informed role-play role, and culture specific information used.
Triangulation

Guba and Lincoln (1983) discussed the role of triangulation with establishing credibility in qualitative research. They defined triangulation as the process of cross-checking or validating research data against the information gathered from multiple viewpoints and different data sources. Alvermann, O’brien, and Dillon (1996) stated it was important to present triangulated evidence to add validation to key points of the qualitative research study. Triangulation of the interviewees’ stories occurred through the information collected from the observers. The observers were asked to complete checklists while monitoring either the client or the counselor during the role-play. The information from the checklists was then analyzed and summarized. Findings were combined with the responses of the observers to the observer questions that were asked at the completion of the role-play experience.

Merchant and Dupuy (1996) suggested that qualitative research focused on understanding a complex social situation, giving importance to the context in which events are understood and discussed. They offered that qualitative research was a natural fit with multicultural research. The nature of qualitative research helped to expose implicit cultural assumptions while stating the pertinent situation and values associated with the gathering of the data. Drawing on these qualities of qualitative and multicultural research, the researcher examined a complex social situation in the form of a role-play scenario. The researcher used qualitative research to help develop an understanding of the experiences of those students directly involved in the role-play. This was done through participant interviews and triangulating methods involving observer ratings and
interviews. The transcribed data was analyzed using the qualitative software program, QSR N6.
CHAPTER III

RESULTS

The main research question of this study is as follows: How do master’s counseling students enrolled in a multicultural course experience participation in a role-play based on a female Puerto Rican client? Several subquestions are also explored, including:

How does participation in a role-play inform students’ future practice with culturally diverse clients?

How does exploring master’s students’ role-play experiences inform the pedagogy of multicultural training?

The final subquestions pertain to potential gender issues. The questions are:

How does the gender of the Puerto Rican client inform the counselor role?

How does the gender of the counselor influence the client role?

To arrive at answers to the research questions, the participants of the study were involved in various processes including the role-play process, an interpersonal recall process, and individual interviews (see Figure 1). The participant demographic information for the interviewees and observers is discussed followed by the results from the data analysis.
Figure 1. Research procedure flow chart
Participants

Intervenuees

Eight Caucasian, female students were selected to participate directly in a role-play. The students were placed into four counselor-client teams. One case scenario involving a female, Puerto Rican client was used as the role-play for each of the four teams. Four students were assigned to play the role of counselor. Four students were then assigned to play the role of the female, Puerto Rican client. Gender was used as a criterion for the selection of female students that would play the roles of student counselor and of the female Puerto Rican client. Because the majority of the class was Caucasian, culture became a criterion for selection as well. Both criteria, gender and culture, were selected intentionally to act as controls for the research study.

The mean age of the student counselors was 30.5 years old (see Table 1 for complete demographic information on all participants). Of the four student counselors, three were from the community counseling master’s program and one was from the school counseling master’s program. All four student counselors reported no prior multicultural training. Three student counselors reported previous experience participating in a role-play.

The mean age of the student clients was 28.7 years old. Two student clients were from the school counseling master’s program and two were from the community counseling master’s program. All four student clients reported having no prior multicultural training. Three student clients reported previous experience participating in a role-play.
Table 1

Participant Demographic Information

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
<th>MC Training</th>
<th>Role-Play Experience</th>
<th>Program</th>
</tr>
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<tr>
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<td>M</td>
<td>F</td>
<td>20-29</td>
<td>30-39</td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
<td>-------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Counselors</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>30.5</td>
</tr>
<tr>
<td>Clients</td>
<td>4</td>
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<td>4</td>
<td>28.7</td>
</tr>
<tr>
<td>Observers</td>
<td>11</td>
<td>4</td>
<td>7</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>4</td>
<td>14</td>
<td>32.6</td>
</tr>
</tbody>
</table>

Note. There were a total of 18 participants; however, one observer was also a counselor.

MC = multicultural; C = community counseling; S = school counseling.
Observers

Of the 15 students in the class that were not directly involved in the student role-play as either client or counselor, 11 were assigned to be observers. Four students chose not to participate in the research study. The student observers were divided between the four student role-play groups. Two to three student observers were assigned to monitor each student role-play group. The nine Caucasian and two African-American student observers consisted of seven female students and four male students. The mean age of the student observers was 34 years old. Of the 11 student observers, seven reported no previous multicultural training. Eight student observers had previous experience participating in a role-play.

The observers completed a checklist based on what they viewed during the student role-play. In addition to this assessment, observers answered various questions about what they had observed during the student role-play (see Figure 1). Gender and culture were not used as criteria for the observers. Age, socio-economic status, and the amount of time in the counseling programs were not criteria used for selection of students in either category of this research.

Data Analysis

Each research question served as a top-level tree or parent node, a container for categorizing and coding data (Richards, 2002). The research questions were explored through individual interviews conducted with the student counselors and student clients from each of the four role-play groups (see Figure 2). The research questions were further explored with the student observers for triangulation purposes (see Figure 2). The results
Figure 2. Data analysis flow chart
for the information compiled from the interview data answering each parent node research question are reported. The results were organized into eight first level children nodes which include: experience of role-play process, experience of culture in role-play, male gender in role of student counselor, male gender in role of student client, how role-play informed future practice, preparation to work with culturally diverse clients, how multicultural information informed role-play role, and culture-specific information used.

Experience of Role-Play Process

The experiences of master’s students who participated in a role-play based on a Puerto Rican client were explored. There were three primary child nodes included in the overall experience. The first child node was Interpersonal Process Recall (IPR) experience. The information coded under this node was gathered from the student counselors and student clients during the IPR which occurred at the conclusion of the role-play process. The final two child nodes were experience of role-play and experience of culture in role-play. The information coded from the student observers’ interviews served as a source of triangulation for the primary data coded from the student counselors and student clients and is reported for each primary child node.

*Interpersonal Process Recall Experience*

Student counselors and student clients participated together in an interpersonal process recall (IPR) experience at the conclusion of the role-play for their group. The IPR process for each of the four student counselor–student client pairs was transcribed and analyzed. The IPR process was coded as a parent node with the experiences of the student
counselors (see Table 2) and student clients (see Table 3) forming child nodes. The results from this coding are reported.

**Student Counselor Feelings**

*Reoccurring themes*. Three themes emerged from the student counselors’ feelings during the IPR. The themes were empathy, lonely, and worried. Student counselors from groups one and three reported a theme of empathy. The student counselor from group one stated, “I felt that you have to talk with someone and listen at least for two or three sessions before you can actually start to identify with that person and relate, and for them to feel comfortable talking to you.” The student counselor from group three expressed the theme empathy by wanting to self-disclose information to the student client. The student counselor from group three thought this would create a personal connection with the student client.

The second reoccurring theme was lonely. Student counselors from groups two and three described feelings that connected with the theme lonely, during the IPR. The student counselor from group two reported self-disclosing to the client: “I said my little blurb about myself, ’cause I was lonely.” The student counselor from group three stated, “I really felt how she [client] felt about not fitting in, she didn’t identify. I just really felt how difficult that was for her not to have friends.”

The final theme was worried. Student counselors from groups two, three, and four reported feeling worried during the role-play. The student counselor from group two reported feeling worried that the student client had felt pressured over a question the student counselor asked. The student counselor from group three worried that she might
### Table 2

**Interpersonal Process Recall Themes for Student Counselors**

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Group One</th>
<th>Group Two</th>
<th>Group Three</th>
<th>Group Four</th>
<th>Thoughts</th>
<th>Group One</th>
<th>Group Two</th>
<th>Group Three</th>
<th>Group Four</th>
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</thead>
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<tr>
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<td>Worried</td>
<td>Worried</td>
<td>Worried</td>
<td>Information</td>
<td>Cultural Info</td>
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<td></td>
<td>Clarified Meaning</td>
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</tbody>
</table>

*Note.* ? = Questioned; Connect = Connection; Info = Information
Table 3

Interpersonal Process Recall Themes for Student Clients

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Group One</th>
<th>Group Two</th>
<th>Group Three</th>
<th>Group Four</th>
<th>Group One</th>
<th>Group Two</th>
<th>Group Three</th>
<th>Group Four</th>
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</thead>
<tbody>
<tr>
<td>Comfort</td>
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<td>Comfort</td>
<td>Comfort</td>
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<td>Offered</td>
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<td>Clarified</td>
<td>Clarified</td>
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<td>Cultural</td>
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<td>Cultural</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No Comfort</td>
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<td>Question</td>
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<td>Sorry</td>
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<td>Question</td>
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<td>Cultural</td>
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<td></td>
<td></td>
<td></td>
<td>Impressed</td>
</tr>
</tbody>
</table>

*Note.* Info = Information; Comfort = Comfortable
have offended the student client by asking a direct cultural question. The student
counselor from group four stated that she connected with the student client’s parents and
was worried for the student client as a parent.

Group one. The student counselor in group one had one individual emotional
theme emerge from the emotional content of what was discussed during the IPR. The
emotional theme was frustrated. The student counselor described feeling frustrated with
the student client because the student client overfocused on certain issues. The issues
included lack of familial support and lack of familial acceptance. The student counselor
reported that the student counselor would return to the issues despite the student
counselor’s efforts to refocus the student client on other areas.

Group two. The student counselor in group two had three individual themes that
emerged during the IPR discussion. The themes were uncomfortable, afraid, and
inexperienced. The student counselor reported feeling “uncomfortable because I don’t
know how to identify and I didn’t know if I was portraying the fact I was open. I didn’t
feel I knew how to empathize because I can’t know what it’s really like for her.” The
student counselor reported feeling afraid that some of the things she said to the student
client could be culturally misconstrued. The student counselor reported feeling
inexperienced throughout the role-play because she “didn’t feel like I knew how to
empathize because I can’t know what it’s really like for her [client],” and “I wondered
throughout was I skirting any issues that would become too sensitive where I don’t know
how to get into it or get out of it because we’re getting into a cultural thing.”
Group three. The student counselor in group three had one individual theme identified from the IPR. The theme was glad. The student counselor reported that she felt glad when the student client shared that she was not offended by a question that the student counselor had asked.

Group four. Three individual themes were found in the student counselor’s IPR discussion from group four. The three themes were genuine, surprised, and impressed. The student counselor reported, “I just felt like it just got really real there for awhile. I really felt there was something going. It did, it just got really real. It just felt really like there was a time when it just flowed.” The student counselor described feeling surprised to hear the student client admit to feeling uncomfortable during the role-play process. In the final theme of impressed, the student counselor reported feeling impressed with the way that the role-play family was depicted. She stated, “It must be great to actually have that much love and support.”

Student Counselor Thoughts

Reoccurring themes. The following five themes emerged that were shared by at least two counselors relating to their thoughts during the IPR: clarified beliefs, questioned meaning, create connection, clarified meaning, and cultural information. The first theme of clarified beliefs was shared by student counselors in groups three and four. Both student counselors were aware of thinking about their own beliefs and values during the role-play. They reported that they consciously had to remember not to think from their own value orientation in order to be present to the student client who had a culturally different value orientation. The student counselors explained this during the IPR as they
clarified their beliefs about different issues. The student counselor from group three stated, “What I was thinking here was, I didn’t want to be biased ’cause my own beliefs personally about being a woman and my role. I didn’t want to try and be biased.” The student counselor from group four stated, “I was thinking at the time that I was leading her to think about something based on my value and I thought I better check myself as a counselor at that point.”

The second theme was questioned meaning. This theme was echoed by the student counselors from groups one, two, and four. The student counselors wanted to know what the student clients thought about a question asked, the manner in which a statement from the student counselor was interpreted. This was illustrated by the student counselor from group one who said to the student client, “I just wondered when I heard that I said, ‘and you’re having a hard time socially getting into some of the groups at the university,’ what do you think I meant by that?”

The third theme was create connection. The student counselors from all four groups shared this theme in their IPR discussions. Each student counselor questioned the student client about ways to create a deeper connection or establish a relationship with the student client. The student counselor from group one questioned, “Is there something I could have said to you that would have made you feel more welcoming to talk to me about it more, about this isolation for you as a Puerto Rican woman?” The student counselor from group three reported, “I was thinking how brave she [client] was and I should have expressed that to her because that would have been a strength.”
The fourth theme of clarified meaning and the fifth theme of cultural information were also echoed by the student counselors in all four groups. At various times throughout the IPR discussion, all of the student counselors offered further explanations or a deeper meaning for why they asked a certain question or said a specific thing. The purpose was to clarify the meaning of their actions. The student counselors expressed knowledge of specific cultural information throughout the IPR. They explained certain actions based on cultural information that they had read. The student counselor in group three reported, “I was trying to find out if she really felt the identity as being Puerto Rican and I found that she did.”

*Group one.* The student counselor from group one had numerous individual themes that emerged from her IPR discussion. The themes involved her questioning the student client about the student client’s feelings at certain places in the role-play process and asking the student client if the word choice that the student counselor used sounded culturally appropriate. Additional themes involved the student counselor asking the student client if there were further issues that should have been explored, and what role the student client’s language usage, Spanish or English, played for the student client with her issues. The final theme involved the student counselor stating that “I imagine with time and experience too” awareness of cultural issues and multicultural experience “comes to you.”

*Group two.* The student counselor in group two had one individual theme discovered in her IPR discussion. The theme was reassured client. During the IPR process, the student counselor offered reassurance to the student client on several
different issues. One example of this reassurance was the student counselor stating, “I didn’t think that was weird at all, or anything like that,” in response to a question from the student client.

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**Group three.** The student counselor from group three had three independent themes emerge. The first theme involved the student counselor clarifying her word choice to the student client. She reported that she consciously chose her language when speaking with the student client to be as inoffensive as possible. The second theme was clarified feelings. The student counselor discussed her motive behind trying to help the student client clarify her mixed feelings regarding an issue during the role-play. The final theme was critiquing actions. The student counselor critiqued herself several times during the IPR discussion, stating that she could have done something differently or “I shouldn’t have said it in the way I addressed it. I think I could have addressed that in a better way.”

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**Group four.** The student counselor from group four had no independent themes emerge from her IPR discussion. The five themes she discussed were shared by at least one other student counselor. The themes were discussed previously in the reoccurring themes section.

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**Student Client Feelings**

**Reoccurring themes.** There were six thematic areas that occurred in at least two student clients’ descriptions of their feelings during the IPR process. The areas were: uncertain, uncomfortable, homesick, isolated, feeling connected, and comfortable. The first area of feeling uncertain was reported by student clients in groups two and four. The student clients reported that they felt uncertain at different times during the role-play
process when they did not know how the client they were portraying would respond. The student client from group two demonstrated this when she said, “I wasn’t sure how I should feel. I don’t know if I was a Hispanic woman how I would feel” when asked a specific question about her family members. This was an area that was not specified in the role-play scenario.

The second theme was uncomfortable and was reported by student clients in groups three and four. Both student clients described feeling uncomfortable during the role-play process because of questions they were asked by the student counselor. The student client from group three reported that “I was having a hard time feeling, knowing what it felt like, being discriminated against. So it made me kind of uncomfortable.” The student client in group four reported feeling uncomfortable when asked about her spirituality as the client role.

Homesick was the third feeling expressed by student clients from groups one and three. The student clients reported that they genuinely felt homesick during the role-play process in their client role. The student client from group one reported that she “was away from my family and I loved being with my family so much and . . . I’m missing my friends . . . missing my family.” The student client from group three reported that it was “hard because I knew that they [family] were so far away. I think I was feeling homesick, like how you idealize things back home, even if it’s not necessarily that way. I think that’s how I was feeling too.”

The fourth thematic area was feeling isolated. Student clients from groups one, three, and four described a feeling of isolation while participating in the role-play.
process. The student client from group one reported feeling culturally isolated. She stated, “My isolation was about that I felt like such a minority. There’s only 1% of my native culture in that whole college, so I would, as Maria, I think I would feel very isolated.” The student client from group three also reported feeling cultural isolation related to developing relationships. She described feeling that the client was “so isolated and didn’t have anything in common with anyone. And how hard it was to even approach people and have conversations. What can you talk about, if she felt that the culture was really so different.” The student client from group four echoed this relational isolation when she discussed the importance of “knowing that their kinship is so strong, she’s at college, she’s isolated, and there’s nobody around, and I was like, ‘Oh, wow.’”

The final two themes of feeling connected and comfortable were experienced by all four groups of student clients. The student clients from groups one, three, and four described feeling connected to the client role they portrayed and to the role-play process itself. The student client from group three reported, “I really felt like I was able to get into the role. I was just really surprised how . . . I could really almost feel some of the things that maybe Maria did feel.” The student client from group two reported that in addition to feeling connected to the role, she also felt connected to the student counselor. She described one moment during the role-play when she “wanted to share my own real life” with the student counselor in response to the student counselor’s personal disclosure. The student client reported that “I didn’t want to be Maria. I felt like it was a struggle for me to stay in character.”
The student clients all reported feeling comfortable with the student counselors during the role-play process. The student client from group one stated, “She [counselor] made me feel very comfortable in the session.” The student clients from groups two and four agreed with this. The student client from group three reported that she expected to feel uncomfortable. She said, “I usually don’t get into role-playing but I really felt like I was able to get into the role and act the role out . . . because the counselor really made me comfortable.”

*Group one.* The student client from group one had five independent themes emerge from her IPR discussion. The themes included the feelings of: understood, not offended, apologetic, mixed emotions, and depressed. The student client reported feeling understood by the student counselor regarding the issues the client was having with her family. The student client informed the student counselor that she did not feel offended when the student counselor questioned her regarding the use of appropriate cultural terminology. Several times during the IPR, the student client apologized to the student counselor for how she portrayed the client role. She stated to the student counselor, “I really wasn’t trying to make it hard for you, but Maria is stuck and she keeps going back to the family. I felt bad because I knew you were getting like you said a little frustrated.” The student client reported mixed feelings regarding the client’s issues and some depression. She described having “mixed feelings and emotions and missing my family.” She reported that she was “probably a little depressed” because of the mixed feelings.

*Group two.* The student client from group two had five independent themes that were discovered during the IPR process. The five themes were: confused, surprised,
comforted, proud, and pressured. At different points during the role-play process, the student counselor asked questions that were not based on specific information from the role-play scenario. Because it was not included in the scenario, the student client reported that she was not prepared to respond. This left her feeling confused and surprised. The student client reflected on a specific instance during the role-play when she could feel the empathy from the student counselor and it felt comforting to her in her client role. The final two feelings were proud and pressured. The student client stated that she was proud of the academic accomplishments that were part of the client role she portrayed. She stated that she also felt pressured because her family was not supportive of her accomplishments and wanted her to return to her traditional cultural role.

*Group three.* Three individual thematic areas were discussed by the student client in group three. The areas were feeling good, defiant, and stuck. The student client stated that the student counselor was supportive during the role-play process. She reported, “It felt good that I saw that she [counselor] was valuing how important my family was to me. I did feel the empathy and the caring and the concern and the good suggestions and so it was really good.” The student client also described feeling defiant in her role because of the decisions that the client made to pursue a non-traditional career path against the objections of the family. She reported that those choices contributed to her feeling stuck. She stated, “I was just feeling stuck, wanting to pursue the academic career and going back to live with my family. I really didn’t know. I just felt like I couldn’t move forward.”
Group four. The student client from group four had two independent themes emerge. The two themes were feeling conflicted and feeling impressed. The student client reported she felt conflicted because “this has got to be a huge dilemma, having to leave and probably feeling dishonor toward your family in going.” She stated it was “the conflict of not being able to go out and be an individual because you are so strongly tied to the family and there’s a lot of expectations I think.” The student client also stated that she felt impressed by the care and concern from the client’s family that was discussed during the role-play process. She reported, “It must be great to actually have that much love and support.”

Student Client Thoughts

Reoccurring themes. Four thematic areas occurred in at least two student clients’ discussions related to their thoughts during the IPR process. The four thematic areas are: a positive view of the role-play, cultural information, clarification of meaning, and a sharing of opinions. In the first thematic area, a positive view of the role-play, student clients from groups one and three both shared that they thought the student counselor did a good job during the role-play process. Student clients from groups one, two, and four discussed cultural information with the student counselor during the IPR process. They explored the connection of their client role with specific pieces of information including traditional cultural female role and how the Puerto Rican culture views spirituality and family.

The final two thematic areas, clarified meaning and offered opinion, were discussed by all four groups of student clients. The cognitive theme of clarified meaning
was defined by the student clients as offering further information or insight into what they were thinking during different parts of the role-play process. The clarification of meaning also served to further explain certain actions or behaviors of the student client in relation to the role-play. In the theme of offered opinion, each student client offered her opinion of how she would have acted if she had been in the student counselor’s role at different points during the role-play process.

*Groups one and two.* No independent themes emerged from the group one student client’s discussion pertaining to thoughts in the IPR process. The student client from group two had three independent themes emerge from her discussion. The themes were helpful, questioned meaning, and questioned language use. The theme of helpful was defined simply as the student client telling the student counselor what the student client found helpful during the role-play process. The second theme from the student client in group two was questioned meaning. Several times during the role-play process the student client reported concern that her meaning was not clear to the student counselor. The student client questioned whether she said something that would have a culturally inappropriate meaning. For instance, the student client reported that she was unclear whether it was appropriate for her to say that she has “all kinds of friends because I don’t even know what that means. After I said it, I was like, oh gosh. I didn’t know if that was a racist comment so I tried to hurry up and finish talking.”

The final theme from the student client from group two was questioned language use. The student client questioned the student counselor about the choice of words during the role-play session which included the student counselor telling the student client that
she understood. She stated, “I’m always conscious of people when they say I understand. I think Maria would be conscious of that too. I think she would hear, ‘Oh you understand me. Okay white girl.’” The student client continued stating that she was sure that the client and her friends “have dealt with racism and people saying they understand them. I’m sure that they just roll it off and say, ‘Oh yeah, right. She doesn’t understand me.’”

*Groups three and four.* No independent themes were discovered in the student client’s discussion from group three. The student client from group four had one independent theme discovered. The theme was cultural meaning. Cultural meaning was defined by the student client as a reflection on the differences between the culture of the student client and the culture that the student client was portraying. She shared her thoughts regarding such differences several times during the IPR process. One example of this was when the student client commented about the gender differences between cultures. She stated:

> I thought in the back of my head, well, a woman can be anything she wants. I can do whatever I want. But I had to think, but I’m not myself, I’m role-playing someone else. To Maria it is a non-traditional role; whereas for me, if I wanted to go to school and become a chemist, my parents would have said nothing. They would have supported it and said, “Go. Do what you need to do.” So it’s kind of difficult not wanting to voice my own personal opinion.

*Experience of Role-Play*

This child node simply contained the main themes found in the experiences of the student counselors (see Table 4) and student clients (see Table 5) which formed
Table 4

*Student Counselors’ Experience of Role-Play Process*

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Table 5

*Student Clients’ Experience of Role-Play Process*

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secondary child nodes. The themes were coded from the individual student counselor and student client interview transcripts. Themes that appeared across counselor groups or client groups are discussed first followed by themes that were unique within each counselor or client group. Information from the student observers’ view of the student counselors’ and student clients’ experiences is discussed after each secondary child node.

Student Counselor Experience

Reoccurring themes. Numerous themes appeared in more than one student counselor’s description of her role-play experience. The themes were client comfort, genuineness, nervousness, and inexperience. The first theme, client comfort, was shared by student counselors in groups one and three and involved a focus on the comfort and well-being of the client during the role-play process. This was illustrated by the student counselor’s comment from group one saying, “I think I was trying to make her comfortable by being supportive.”

The second theme was one of genuineness, experienced by student counselors in groups two, three, and four. Student counselors from groups three and four agreed with the student counselor from group two when she said that the role-play experience “evolved into something more.” The student counselor from group four described the role-play process as “feeling very natural.” The student counselors focused only on the student clients and ceased to be aware of the presence of the student observers. The student counselor from group three reported that “it did feel genuine and we took on the roles and I was kind of amazed by that,” and said that although “the client was not really Hispanic . . . it seemed during the session that she was.”
The third theme was experienced to some degree by the student counselors in each of the four groups. The theme ranged from the student counselor in group one feeling cautious to the student counselors in groups three and four feeling nervous to the student counselor in group two feeling anxious. This range of emotion was centered on the student counselors’ roles as a counselor trying to work with a culturally different client in front of student observers. The student counselor in group one said she was “trying to be cautious in what I said or how I came across to the client.” The student counselor in group three said, “The observers made me nervous,” but for the group four student counselor, the prospect of having to counsel was what made her nervous. The student counselor in group two reported feeling “anxiety about the fact that maybe I didn’t pick up on certain things or maybe I didn’t ask her [client] to expound more on certain things she said.”

The final theme that was carried across all four groups of student counselors was one of inexperience. The student counselors in groups one and three reported, respectively, a lack of cultural exposure to Hispanic clients, and to any culturally different clients. The student counselor in group four also reported a lack of exposure to Hispanic clients. Additionally she reported that this experience has helped her realize “I have a lot more to learn. I’ve just got to do a lot more reading and talking and expanding who I talk to everyday.” The group two student counselor did not know how to “make it a multicultural thing” with regards to her counseling approach. She was unsure as to how to show “multicultural empathy” to her client and was unclear as to what direction she should have moved the role-play counseling session.
Group one. Several themes were found to be unique to the student counselor’s experience from group one. The first theme from the student counselor’s experience was one of interest. She reported that “the role-play was interesting” and that it “was important to go through these things [multicultural role-plays].” The second theme found in the student counselor’s experience was one of personal connection. The student counselor shared through personal disclosure the connections between aspects of the role-play experience and her life. She discussed her father’s experience as a Spanish teacher and an immigrant from Italy and reported that her grandmother still does code-switching, mixing English and Italian, when she talks. The student counselor reported that the role-play experience helped her “relate, identify, and understand” the issues from the client’s perspective.

The student observers from group one had three themes emerge from their discussion of the student counselor’s role-play experience. Each theme supported what the student counselor self-reported about her experience. The first two themes viewed the student counselor’s experience in a positive light. Student observers felt the counselor “did a good job, was easy going and receptive,” and “was well prepared and friendly.” Additionally, student observers commented that the student counselor “was non-threatening with her questions and made the client feel comfortable.” The final theme to emerge from the group one student observers was cultural awareness that was present in the student counselor’s experience. They discussed the student counselor’s use of cultural material from the multicultural course in the role-play counseling session. This awareness
of culture and potential issues supports the student counselor’s self-disclosure of her family’s cultural history.

**Group two.** The independent theme for the student counselor from group two was that she found her counseling experience to be generic. She reported, “I kind of realized that I was being just a generic counselor,” and said that she was not focused on the fact that the client “was a Hispanic and she is sitting across from me and I should do this and this.” Rather the student counselor described her generic experience as wanting to “understand what the issue is first . . . and go from there.”

The student observers from group two described the student counselor’s experience as themes of nervousness and inexperience. They described the student counselor as “a little bit nervous” and “she was nervous coming into it [role-play].” The student observers reported that the student counselor “would have been more relaxed if she knew more about the culture.” The theme of inexperience was further described by the student observers as the student counselor “not knowing where to go to handle the cultural issues.” Both themes echoed how the student counselor described her own role-play experience. Interestingly, the student observers offered a solution for the themes of nervousness and inexperience in the student counselor. They discussed that if the student counselor “had seen the checklist before [the role-play] then she would probably have approached the whole counseling session . . . differently and touched on different areas to get a feel for [the client’s] background.”

**Group three.** One distinct theme was reported by the student counselor in group three which was not echoed in the other student counselors’ experiences. The theme was
that the student counselor’s experience with the role-play was “easier than what she had expected.” The student counselor clarified this saying she expected “just understanding where she [client] was coming from with her beliefs and values from a different culture that I was not” to be difficult but found that she “had a little bit of information” about the culture and “even a small amount of information can really do a lot of good.”

This theme from the student counselor’s experience was supported in the first two themes, positive experience and client comfort, found in the student observers’ comments from group three. The student observers reported that the student counselor “did a good job,” “started out really strong,” and felt that the student counselor “hit some of the high points.” However, the student observers also found the student counselor’s experience to be overwhelmed and inexperienced. Student observers described the student counselor saying “I think she [student counselor] was a little overwhelmed.” “I just had a sense that maybe she [student counselor] felt a little lost as to where she might want to go next.” Similar to the advice from the student observers in group two, the group three student observers suggested that the student client would have done better “if she had had somebody to say direct her a little bit” or if “we [student observers] could have just whispered a word or two.”

*Group four.* Because the student counselor in group four also played the role of student observer for group three, the student counselor described her experience as comfortable and prepared. She reported that “I felt a little bit more comfortable coming in as a counselor knowing what the criteria for the observer was [checklist].” The student counselor stated that had she not known the information on the checklist, “I don’t think I
would have been quite as prepared you know to really answer and ask some questions that I felt more comfortable asking.” Another theme that emerged from the student counselor’s experience was originality. The student counselor stated that although she had watched the role-play from group three, she did not try to imitate what the group three student counselor had done. Instead, the student counselor said she “let it feel more natural because I would have gotten all mixed up and I thought let’s just take it like a real counseling session would.”

The final themes found in the student counselor’s description of her experience of the role-play in group four included censorship of language and the impact of the experience. The student counselor said she “found myself censoring to make sure my language was respectful and that it was proper” and not “just slide into white privilege.” The censoring occurred out of concern that she inadvertently would offend the student client. The student counselor illustrated the impact of her role-play experience as “you get in that seat [counselor] and it’s like whoa, you know, let’s put on our safety belts and let’s go for a ride, let’s see what really can happen.” She said it has “probably been more impactful because you’re not just sitting there and watching something, you’re actually being a piece of that.”

Although one student observer described the student counselor’s experience in group four as experiencing some doubt, the majority of themes supported the positive themes that were described in the themes of the student counselor’s own experience. The supportive themes included a positive experience of being relaxed and connected with the student client. Observers reported that the student counselor “did a good job” and this
was illustrated by “the counselor seemed relaxed and calm” and “the counselor was very empathetic.”

**Student Client Experience**

*Reoccurring themes.* The following themes occurred in at least two of the student clients’ descriptions of their experiences with the role-play process: no familiarity, nervous, cultural sensitivity, role preference, genuine, positive, and connection. The first theme of no familiarity was echoed by student clients in groups one and three. Both reported feeling difficulty connecting to the experiences of the client they were portraying because of a lack of familiarity with the client’s culture. The student client from group one stated she was unfamiliar with the culture because she has “never been Puerto Rican,” and “can only go by the little that I’ve read so far.” The student client from group three described her unfamiliarity relating to the client role was connected to the issue of feeling cultural discrimination. She stated, “It was hard for me to relate to the discrimination question, to even discuss it or to feel that I guess.”

The theme of nervousness was evident in the student clients from groups three and four. The student client from group four described feeling nervous during her role-play experience. She was concerned that she would forget cultural information that could help her out with her role. The student client from group three reported feeling nervous because of “having the other people [observers] just watch” her in the role-play.

Student clients in groups two and four shared themes of cultural sensitivity, related to the client’s Puerto Rican culture, and role preference. The student client in group two discussed the cultural sensitivity theme saying: “I could see how you have to
be very sensitive to cultural issues.” The student client in group four reported gaining “respect for individuals who are much much different from myself and their own experiences because they’re extremely different than what I’ve experienced.” Both student clients from groups two and four declared a preference for the role of client. The student client from group two stated, “I’m glad that I was the client not the counselor, ’cause it’s much easier to answer questions and describe myself.” The student client from group four echoed the sentiment of enjoying the portrayal of the client role and added, “I’m putting myself in the shoes of the client; it puts things in a different perspective and I like going through that.”

The theme of genuine was echoed in the experiences of student clients from groups one, three, and four. All three student clients reported that the role-play process became real to them. Group four student client said, “I really got into it.” Group three student client reported, “I was surprised” that the role-play process became so real and “I didn’t feel like anyone else was there.” Group one student client reported not only that “Maria [client role] was just feeling very sad, and isolated,” but took it one step further and personalized it saying, “I think that’s how I would feel if I was her.” The student client from group four also reported the genuineness of her experience at a deeper level. She stated, “I wasn’t thinking anymore as being a white female I was thinking more as being Puerto Rican female.”

The final themes of positive and connection were found within all four groups of student clients’ reported experiences. The theme of positive incorporated the general feeling from all student clients that the role-play was a good experience. Specifically
student clients from groups two and four reported that they enjoyed the role-play. Student clients from groups one and three stated that the role-play was “a good learning experience,” and that it was “a great experience,” respectively.

The theme of connection involved the student clients’ descriptions of how they felt connected with the client role that they portrayed. Student clients from groups one and two connected with the age of the portrayed client. Additionally, group one student client connected with the portrayed client’s female gender. The student client from group three connected with the portrayed client’s “strong family connections” and “her struggling to fit in with the culture.” The student client from group three also stated that “I kind of felt a little isolation feeling like she [client] really couldn’t connect with anyone, I could really feel that a lot I think.” This level of connection was also shown by the student client in group four who responded to her interview questions in first person as the client saying, “I didn’t feel any negativity like she [counselor] was asking me too personal of questions. She [counselor] seemed like she really wanted to get to know who I was and my background and that was just really comfortable.”

*Group one.* The student client in group one had an independent theme of awareness emerge from her role-play experience. This theme reflected for the student client an increased personal cultural awareness about her own position within society. She reported that her increased awareness involved “just realizing how we’re taking for granted that we’re not that minority.”

The student observers in group one had two themes emerge from their opinions of the student client’s experience with the role-play process. The two themes were positive
and family focus. In the first theme, positive, the student observers agreed that the student client did a good job portraying the client in the role-play. In family focus, the second theme, student observers commented on the student client’s choice to focus on the family. They reported, “She just wanted to speak more about how the family was choosing to . . . meddle into what she wanted to do as an adult.”

**Group two.** The theme of safe practice was discussed by the student client in group two. She stated that the role-play provided her with “a hands-on experience” that “didn’t hurt anybody’s feelings. I’m not hurting anyone by being here. So I think to just jump right in and see the experience so that in the future you already know how you feel about it.” She further explained that through the experience and practice that she had been afforded in the role-play process, “I wouldn’t be not helping someone.”

The student observers from group two added support to the themes expressed by the student client with their themes of genuine, comfortable, and positive. The observers expressed their opinion that the student client’s experience appeared genuine as she portrayed the client role. They reported that as the student client was in the client role, she appeared to be comfortable with the role-play process. The final theme expressed by the student observers was a general theme that the student client had a positive experience. They stated that she “was very good in her role, she kept to the script and kept going back to her family.”

**Group three.** The student client from group three had two themes in addition to the themes shared with the student clients from groups one and two. The two themes were personal and inexperienced. The student client expressed in the theme personal that
she became so involved in the role-play that she forgot to think like the client and thought like herself. She stated:

> It said in the script that Maria was talking about moving home, but I was like no I’m going to school and that’s very me, driven and wanting to finish school . . . So I think I realize that in retrospect I brought a little more of that in than maybe Maria would have.

In the second theme of inexperienced, the student client voiced the realization that she needed to learn more skills and information.

Two themes emerged from the group three student observers’ opinions of the student client’s role-play experience. The themes were positive and comfortable. Within the positive theme, the student observers reported that the student client “was fine; she was just ready to respond to anything.” In the theme of comfortable, the student observers described the student client as comfortable within her role. They reported that she also appeared to be comfortable with answering questions from the student counselor.

*Group four.* The student client from group four expressed one theme: language preference. This theme was in addition to the student client’s themes that echoed what other student clients had reported. The student client questioned the language preference of the client role that she portrayed. She wondered in her role-play experience what would have happened if she had been able to speak Spanish and had chosen Spanish to communicate with instead of English. She reported thinking that “Maria may have still kept English but if she was not acculturated as much as she was, she would have said
Spanish.” The student client did not describe how the role-play session may have been different if she had chosen Spanish.

The student observers with group four had three themes emerge from their opinions on the student client’s role-play experience. In the theme of positive, the student observers reported that the student client did a good job with her role in the role-play. The student observers also described the student client as feeling comfortable within her role. This was incorporated in the theme of comfortable. The final theme from the student observers was doubt. The student observers expressed the opinion that the student client may have been feeling some doubt in accurately portraying her client role and in not knowing which direction to move in her client role. These themes supported the themes described by the student client in group four.

Experience of Culture in Role-Play

The second child node under the parent node of how master’s students experience participation in a role-play contained main themes for two secondary child nodes. The first node encompassed the student counselors’ specific experiences counseling the student client who portrayed a 19-year-old girl of a different ethnic background (see Table 6). The second node included the student clients’ experiences as they portrayed the 19-year-old Puerto Rican girl (see Table 6).

Experience Counseling Different Ethnicity

Reoccurring themes. Four themes were found to cross student counselors’ descriptions of their experiences counseling a client of a different ethnicity. The four
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<th>Group One</th>
<th>Group Two</th>
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<td><strong>Student Clients</strong></td>
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themes were empathy, word sensitivity, cultural focus, and inexperience. The first theme, empathy, was present in the student counselors’ experiences from groups one and two. Empathy was defined by both student counselors as trying to relate with and understand the client and her experiences in order to establish a preliminary counseling relationship. Group two student counselor stated, “I feel like you have to build the rapport and the trust with the client.” The student counselors reported that this was difficult, however, because they could not truly understand the client’s perspective which was based in a different culture. The student counselor from group one described this dilemma when she stated that she tried “to understand it as much as I can, not to say that I can completely understand it ’cause I’ve never been in that person’s shoes.”

Word sensitivity emerged as a theme in the student counselors’ experiences from groups one and four. Both student counselors said that they were aware of their word-choice during the role-play counseling session and were mindful of how it might be interpreted by the client. The student counselor from group one explained:

Well I feel I was almost trying to be cautious in what I said because I didn’t want her [client] to feel that I was holding anything back out of trying to be weird or prejudice in any form or sense.

The student counselor from group four, echoing this concern, stated, “I found myself censoring in a sense to make sure my language was respectful and that it was proper.” She reported that she did this because “I thought I’ve got to be respectful and mindful at the same time not to offend.”
The third theme was cultural focus. This theme was expressed in student counselors’ experiences from groups one, three, and four. The theme cultural focus incorporated the student counselors’ conscious focusing on and awareness of cultural information regarding the client and her presenting issues. The student counselor from group one stated, “I was just trying to make sure that I hit on some cultural notes that . . . needed to be hit on as far as what I read,” because “I was trying to understand her [client] cultural diversity.” Group three student counselor described the cultural focus stating:

It was a counseling experience that was different in the respect that a lot of it was focused on her [client] culture, and . . . I had to be educated on her [client] background more extensively than if I were dealing with someone of my own culture . . . in this country.

The student counselor from group three also stated:

I was trying to find out where her [client] American culture and where her Puerto Rican culture had been intertwined. And that was really difficult for me because I just wasn’t sure about her values and beliefs and so all I could do was ask her and try to understand more where she was coming from so that’s what I tried to do.

The theme of cultural focus also included increased awareness of the student clients’ own culture. The student counselor from group four demonstrated this when she stated she did not want to “just slide into . . . white privilege so to speak” when working with the student client in the role-play process.

The final theme of inexperience was shared by all four student counselors. The theme was defined as a lack of experience working with culturally diverse populations.
Student counselors from groups one and four both stated that they had never worked with a Hispanic client prior to the role-play experience. The student counselor from group three reported no previous experience working with any culturally diverse client. The theme of inexperience also included not knowing how to approach multicultural issues with the client. The student counselor from group two stated, “I didn’t know if I was being a multicultural counselor.” She further stated:

I just had anxiety . . . that maybe I didn’t pick up on certain things or . . . ask her [client] to expound more on certain things she said because it was . . . closer to her culture. I just didn’t know if I shied away from it because I was too scared or didn’t know how to do it.

Groups one and two. The student counselors, with the exception of the student counselor in group one, had individual themes emerge in addition to the four themes that were shared between groups. The four themes from the student counselor’s experience in group one were the four shared themes. The student counselor from group two had one individual theme emerge, that of no cultural focus. As opposed to the shared theme of cultural focus, the student counselor from group two intentionally did not focus on culture as an issue with the client. She stated, “I wasn’t necessarily totally focusing on, oh, she is a . . . Hispanic, and she is sitting across from me, and I should do this and this and this.” The student counselor from group two reported that she chose not to view the client or the client’s issues in a cultural light during the role-play. She stated that she did not want to appear “like I was catering” or “like I was giving special treatment and being
overly nice and overly anything. I just wanted to be myself and be an empathetic person who’s going to be here to listen to you [client]."

*Group three.* One separate theme emerged for the student counselor in group three. The theme was one of comfort. The student counselor reported feeling comfortable working with a client from a different culture. The student counselor stated that working with a client from a different culture “was easier than what I expected. I expected it to be difficult and it was really easier than what I expected.”

*Group four.* The student counselor from group four had one theme develop, in addition to the shared themes, from her description of her experience counseling a client of a different culture. The theme was one of personal awareness. The student counselor reported that her awareness of her own cultural values increased. She stated, “My values I recognized are different. So I was always aware of being the counselor in the sense that I can’t impose my views on her [client] or anyone.”

*Experience Portraying Client of Different Ethnicity*

*Reoccurring themes.* The student clients discussed their experiences portraying a client of a different ethnicity. Among the themes that emerged from their discussions were four that were shared by student clients in at least two groups. The four themes were familiarity, unfamiliarity, emotional connection, and cultural focus. The theme of familiarity was shared by student clients in groups one and three. Both student clients described certain elements of the client they were portraying as familiar to them in some way. The student clients reported this aided their connection to the role. The student client from group one described relating to the specific elements of “being female” and
“19 [years old].” She stated, “All those things I could relate to so much better . . . because I know what that feels like, I’ve been there.” The student client from group three reported, “I just felt like it wasn’t hard for me, for example, to relate to her [client] strong family connections or her struggling to fit in with the culture.”

The second theme of unfamiliarity was expressed by student clients in groups one, two, and three. Unfamiliarity was defined as the areas or issues that student clients reported were difficult to understand or connect with as they portrayed the client role. This was due to a lack of familiarity and knowledge as the student client from group two stated, “I don’t know if I was trying to be Hispanic because I don’t really know a whole lot about it.” The student client from group one echoing this, reported that it was “the culture where I’m not going to be able to be as familiar with” the client. The student client further stated, “It’s so easy to say we can put ourselves in others’ shoes, which I think really does the client injustice thinking that I could know.” Group three student client described feeling unfamiliar with the portrayed client’s experiences of discrimination. The student client stated, “I think that’s a lot different maybe from experiences that I’ve had being discriminated against as a woman, which I’ve had limited experience that way also.” She reported that “it was difficult for me to get into that and to answer that question for her as Maria.”

The final shared themes of emotional connection and cultural focus were expressed in the student clients’ experiences from all four groups. The emotional connection theme was described by the student clients as a connectedness to the client they portrayed. This occurred at different levels for the student clients.
from group two reported that she “was trying to think how would Maria feel about the
counselor or is the counselor meeting my needs. So I always had Maria’s feelings in the
back of my head, how would she feel.” The student client from group one described that
“she [client] was just feeling very sad and isolated. I think that’s how I would feel if I
was her.” The student client from group three reported being able to feel the portrayed
client’s “struggle between wanting to be successful academically and wanting to meet her
parents’ standards and please them. So really the struggle between more acculturated I
guess in the United States compared to feelings of leaving her own cultural value.” She
also “felt a little isolation like she [client] really couldn’t connect with anyone, I could
really feel that a lot I think.” The student client from group four reported feeling the
emotional connection to the client portrayed at a level where she “wasn’t thinking
anymore as being a white female. I was thinking more as being Puerto Rican female. And
so that too was exciting.”

Cultural focus was defined by all groups of student clients as an awareness of the
importance of cultural information and a conscious use of cultural knowledge while
portraying the client role. The student client from group two reported that she “could see
how you have to be very sensitive to cultural issues.” The student client from group one
echoed this sensitivity and awareness when she stated, “It’s so important to really know
the culture . . . to really understand the person. You can’t understand the person unless
you really understand their way of being.” The student client from group three described
the cultural focus stating:
It made me more aware of ethnic backgrounds . . . and of the Puerto Rican culture because I really studied the book to prepare for this. Reading the role of Maria and really getting into it made me more aware of values, I think, mainly.

Group four student client also reported that the “cultural awareness piece . . . I gained a lot of that being in that role.” Additionally, the group four student client discussed the cultural focus on the importance of family during her portrayal of the client. She stated, “It’s extremely interesting to . . . read, oh, this is how they [Puerto Ricans] deal with their family as opposed to my family and . . . in a way it makes you a little bit jealous that they have such strong family ties.”

*Groups one, two, three, and four.* The student clients from groups one, two, and three had no individual themes emerge from their discussion of this part of their experience. Each of their themes was shared by at least one other student client. The student client from group four had one independent theme emerge: language preference. Group four student client discussed being asked which language she would prefer to use during the session. She reported, “I picked English because I can’t speak Spanish. But what if I had chosen Spanish? And I thought about that.” The student client from group four further discussed what would have happened if the counselor could not speak Spanish and said, “You may say, ‘well . . . I’m English speaking. Would you [client] feel more comfortable with somebody who spoke Spanish, or an interpreter? What makes you feel more comfortable?’” The student client reported that if this had occurred “the dynamics would have gotten a little bit deeper” in the role-play.
How the Student Counselor Role Was Informed by the Gender of the Puerto Rican Client

The student counselors discussed how their role would have been different if the client in the role-play had been a Puerto Rican male client (see Table 7). Three main themes emerged from their discussions: no difficulty relating to Puerto Rican male client, difficulty relating to Puerto Rican male client, and traditional Puerto Rican male role. These themes were shared by student counselors from at least two different groups. No independent themes emerged from the student counselors’ discussions.

Student counselors from groups two and four reported that they would have had no difficulty relating to a Puerto Rican male client. The student counselor from group two stated, “I don’t think . . . the route that I took would have been affected at all. It would have just depended on if his answers were different, then we would have went with whatever his answers were.” The student counselor from group four stated, “Personally, I don’t think it would have been any different because, gender, it’s not an issue for me either way. I’m comfortable either way, female or male.”

Student counselors from groups one and three shared the theme that it would be difficult to relate to a Puerto Rican male client. Group one student counselor stated, “As a woman I think it’s easier to relate to another woman at some level. If it were a male it probably would have been a little bit more difficult for me because of gender role differences.” The student counselor from group three felt that she “still would have been able to relate to him. But, it would have been a little bit more difficult since there is the sex difference there.”
Table 7

*Difference in Counselor Role Based on Gender of Puerto Rican Client*

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<thead>
<tr>
<th>Student Counselors</th>
<th>Group One</th>
<th>Group Two</th>
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<tbody>
<tr>
<td>Traditional Male Role</td>
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<td>No Difficulty Relating</td>
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The final theme of traditional male role emerged from the student counselors’ discussions in each group. When considering how their role would have been different with a Puerto Rican male client, each student counselor discussed the impact that tradition from the Puerto Rican culture would have on the male client. The student counselor from group one described the traditional role of males as “more demanding and more like they were the head of the household. They were the bread winner.” The student counselor from group two discussed how she would alter her role in the role-play based on what the Puerto Rican male client said: “If he had said, ‘to be the head of the household, I’ll be the provider,’ we would have went with that and talked about that versus the schooling.” Group four student counselor wondered if the same issues presented in the role-play scenario would apply to a Puerto Rican male client. She questioned, “I don’t know, would he have had the same conditions? Would it be o.k. for a male, a Puerto Rican male, to go out and go to college?” Group three student counselor discussed this issue further and hypothesized that if a male Puerto Rican client chose to go to college, “there wouldn’t have been as many questions. It wouldn’t have been as difficult for his family to accept . . . because he would be more the bread winner.”

How the Student Client Role Was Influenced by the Gender of the Counselor

The student clients were asked how they felt their role as client would be affected if they had met with a male counselor. The ethnicity of the male counselor was not specified in the question. Each student client questioned this. They determined that their responses would have been different depending on whether the male counselor was Puerto Rican or Caucasian. The themes that emerged have been categorized into nodes to
reflect this differentiation. The first child node was the influence of a Puerto Rican male
counselor on the student client (see Table 8). The second child node was the influence of
a Caucasian male counselor on the student client (see Table 9). Both child nodes included
data coded from the student observer groups which served as a source of triangulation
and support for the themes that occurred from the student clients’ data.

_Influence of Puerto Rican Male Counselor_

_Reoccurring Themes_

Two themes emerged in more than one student client’s description of what
influence a Puerto Rican male counselor would have on their roles. The themes were
understood and uncomfortable. The first theme of understood was reported by student
clients in groups two and three. The student client from group two reported that the
Puerto Rican male counselor “might be a little bit easier for me to talk [with] because the
Puerto Rican male counselor would have personal knowledge of the cultural issues.” She
further reported that the Puerto Rican male counselor may “have been brought up in a
family where gender issues played a role for him, so he might understand that because he
has seen it and lived it.” The student client from group three described feeling “more of a
cultural connection” with the Puerto Rican male counselor. She stated, “It might have
even been helpful for her . . . because her parents were more traditional, and maybe he
wouldn’t be as traditional, and she could have found someone to kind of bond with over
that possibly.”

The second theme of uncomfortable was discussed by the student clients in
groups one, three, and four. The student client from group one stated, “I think I would
Table 8

*Influence of Puerto Rican Male Counselor on Student Client Role*

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<th>Group One</th>
<th>Group Two</th>
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<tbody>
<tr>
<td>Student Clients</td>
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Table 9

*Influence of Caucasian Male Counselor on Student Client Role*

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<td><strong>Student Observers</strong></td>
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<td>Advice Seeking</td>
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have been intimidated or uncomfortable if it had been a male Puerto Rican [counselor].”

The student client from group four discussed the differences in gender roles for the Puerto Rican culture and questioned, “Would I have been able to—would she [client] have been able to express herself as openly as she did? Or, say the way she felt about school with a Puerto Rican male counselor?” The student client from group three also focused on the more traditional role of the Puerto Rican male and stated that if the Puerto Rican male counselor had “disclosed he didn’t support women being in school, if she [client] would have picked up on anything like that, I think it would have made her more uncomfortable.”

Group One

The student client in group one had one independent theme occur through her discussion of how her role would be different if she worked with a Puerto Rican male counselor. The theme was misunderstood. The student client reported that she “would feel like this Puerto Rican counselor, he’s not really going to understand the fact that I want a career because he believes in my role not really being in college. So I don’t think he can understand me.”

The student observers from group one were asked to reflect on how the student client’s experience would be different with a Puerto Rican male counselor. Two themes emerged from their discussion which supported the themes found in the student client’s response. The themes were intimidated and advice seeking. The student observers discussed that the student client might feel intimidated by having to talk with a Puerto Rican male counselor. One student observer reported that had the “counselor been male,
Maria would have been more reserved. She wouldn’t have been as comfortable as she was . . . because men in the Latin American culture are presented to be so much better than women. They have the final say.”

The second theme from the student observers, advice seeking, incorporated changes the student observers reported that the student client would make if she was working with a Puerto Rican male counselor. The student observers stated that the student client “would have been trying to answer questions to meet his [male counselor] expectations rather than just being one on one, open” with the male counselor. They also discussed that the student client would be wondering, “Does this counselor see me as an individual who is seeking advice?”

*Group Two*

No independent themes that emerged from the student client’s discussion about how her role would have been different with a Puerto Rican male counselor. Two themes that were found in the student observers’ discussion from group two. The themes were different and uncomfortable. The theme different was defined by the student observers as an awareness that the gender of the counselor would affect the student client. One observer discussed that even if the counselor was “Puerto Rican and he would sort of understand it, I’m sure that it would have a difference. I’m not sure what all that difference would be.”

The second theme that emerged was uncomfortable. The student observers discussed that having a Puerto Rican male counselor might make the student client feel uncomfortable. The observers reported that “if it [counselor] was a male it wouldn’t be
the same sense as actually knowing what you’re going through being a female in the family and going to do a job, going to college.” The student observers further reported that they were “not sure that from reading the differences between the men and the women in that culture, if that would even be something that a 19-year-old Puerto Rican female would be comfortable talking to a male.”

**Group Three**

The student client from group three had no independent themes emerge from her discussion of the question. Her themes were echoed by student clients in at least one other group. The student observers from group three, however, had three themes emerge from their discussion about how a Puerto Rican male counselor would have affected the student client’s role. The three themes were understood, difficulty connecting, and intimidated. The observers reported that the sharing of culture and language between the client and the Puerto Rican male counselor, regardless of gender difference, could have helped the client to feel understood. This was reflected by one observer who commented that if it had been “a male counselor that spoke her language, it could have made a difference. If he could talk with her in that manner she might be able to open up to him, feeling more comfortable in her own language.”

The second theme that emerged from the student observers’ discussion was difficulty connecting. One student observer stated, “I don’t think it [role-play] would have gone as well.” The student observer further stated:

The fact that she [counselor] was a young educated woman reinforced the client that women do step out into other areas and they can have a career and they don’t
have to be married. I think that helped connect them very well. Where I don’t know how well with the role she [client] was playing if she could have done it with a young male particularly.

The final theme was one of intimidation. This was reflected in the student observers’ comments in two areas. One student observer felt that the student client would feel intimidated by a Puerto Rican male counselor whereas another student felt that the student client would be more intimidated by a Caucasian female counselor. The first area was shown when one student observer stated, “If it would have been a male counselor that spoke her language . . . she could have felt the dominance of her father and not want to open up.” The second area of intimidation was shown by the third student observer who stated, “I saw it as conflict both ways having a male counselor in one sense and having a female, a very strong female American role on the other side.” The student observer further described this conflict as connected to “our female white American rules.” It was the sense that “as females in this country, well, of course, we can have an education, a family, friends.” The student observer stated that she “hoped that wasn’t a conflict” for the student client that “she [client] had to choose one or the other. Sway all the way from her culture and say yes I’m going to embrace my education because my role model is now this counselor who says, ‘yes go for it.’”

**Group Four**

The student client from group four had one individual theme emerge from her discussion, that of influenced. The student client discussed that she felt the presence of a Puerto Rican male counselor would have influenced how the client thought. The student
client stated, “I don’t know if his values would have been placed on her as far as being male ‘well this is where your place is in this culture.’” The student client wondered “if maybe it would have been swaying her [client] the other way to possibly go back home and to not even pursue her education anymore.”

Student observers from group four had two themes emerge from their discussion of how the student client would react if she worked with a Puerto Rican male counselor. The themes were understood and uncomfortable. Under the theme of understood, the student observers reported that the student client “may feel some connect with the counselor due to the fact of having the same knowledge of their culture.” The theme of uncomfortable was expressed by the statement of one student observer: “The roles may have been a little hard for her to share that with a male counselor.” Another student observer reported that this was because “with a Puerto Rican male counselor, she’s staring her traditional history in the face so to speak.” The student observer also reported that the student client “might be afraid to, there’s that tendency to want to please your counselor and she doesn’t know . . . his . . . opinions, and she may have been trying to be sensitive to that so I think she might have been a little more nervous.”

Influence of Caucasian Male Counselor

Reoccurring Themes

Two themes occurred in several student clients’ discussions regarding the question of how a Caucasian male counselor would influence their role as client. The themes were no connection and uncomfortable. The theme of no connection was supported by comments from student clients in groups two and three. The theme was
defined as the student client having difficulty forming any connection with a Caucasian male counselor. The student client from group three stated that “it might have taken longer to form that connection [and] been more difficult to make that connection.” The student client from group three added that “if I had walked in and it was a Caucasian male, it would have been like I have nothing in common with this man.” The student client from group two reported that a Caucasian male counselor “would have a difficult time relating to” the client. She stated, “They wouldn’t understand the culture, I think I would feel like, I think Maria would feel like she was old fashioned or primitive. I would definitely not want to discuss what aspirations my family would rather have for me.”

The second theme of uncomfortable emerged from the student clients’ discussions in groups two, three, and four. The student client from group two stated, “I would have felt less comfortable describing like the gender issues. I wouldn’t want to talk about that kind of stuff with a male, especially if they were not Hispanic.” The student client from group three reported, “I don’t think I would have been near as comfortable. I think it would have just been a little uneasy.” Group four student client showed the theme of uncomfortable when she said, “If it was a white male, I’m thinking she [client] may have not expressed herself as much.”

*Group One*

The student client from group one had two independent themes emerge during her discussion of how her role as client would be affected by working with a Caucasian counselor. The themes were understood and no change. Illustrating the theme of understood the student client stated that “a Caucasian male counselor would be more
open-minded to me wanting both a career and then a family.” The student client
discussed the second theme of no change and stated that “it wouldn’t matter to me” if the
counselor was a Caucasian male. She did clarify that she was “talking as me as a person.
The toughest question for me is as Maria, as a Hispanic woman, how would I act? I don’t
know.”

The student observers from group one had two central themes emerge from their
discussion about how the student client would react to a Caucasian male counselor. The
themes were intimidated and advice seeking. The theme of intimidated was illustrated by
one student observer who stated, “She [client] is looking at the male in front of her
thinking does this counselor see me as an individual . . . or [are] they already having
prejudices and biases about why I am here.” The theme of advice seeking was depicted in
the student observer’s description of how the student client would view the counseling
session with a Caucasian male counselor. The student observer stated, “She [client]
would have thought of it more as an information gathering session. I take this person’s
advice a little bit more as opposed to just two people talking.” The student observer
further stated that the student client “would look at the male counselor as someone to
kind of give her information that she could use as opposed to just a conversation which
she might have been having.”

Group Two

The student client from group two had no individual themes emerge from her
discussion of how her role would have been different with a Caucasian male counselor.
The student observers from group two had one theme underlying their comments
regarding the student client working with a Caucasian male counselor. The theme was uncomfortable and directly supported the similar theme that the student client shared with student clients in groups three and four. The student observers discussed how the student client would feel uncomfortable working with a Caucasian male counselor because of cultural and gender differences. One student observer reported, “I would definitely think that there would be some level of discomfort.” The student observer further reported that the client’s issue of “being torn between her traditional role or pursuing her goals and talking to a male about that, even if he was open and supportive of that, she could feel uncomfortable.”

*Group Three*

The student client from group three had no independent themes emerge from her discussion. The student observers had two themes emerge from their discussion of how they thought the student client would feel working with a Caucasian male counselor. The themes were intimidated and misunderstood. The theme of intimidated was explained by one student observer who stated, “She [client] might have felt she needed to be quiet and that the man had to dominate the conversation and everything else.” The theme of misunderstood included the discussion between the student observers that a Caucasian male counselor would not be able to understand the student client due to their cultural differences. One student observer reported that a male counselor would have “tied into that cultural thing . . . like how acculturated, and the family rules, spirituality . . . much better if they would have been the African American or Native American or non-Caucasian” counselor.
Group Four

The student client in group four had one independent theme emerge. The theme was influenced. The student client defined the theme as concern that the client would be influenced by the opinions and values of a Caucasian male counselor. The student client stated, “I don’t know, since the cultures are different, if he would have any value judgment on her [client] as far as what to do; whether or not her opinions would have been swayed or just listened to.”

The student observers in group four had two themes emerge. The themes, uncomfortable and misunderstood, supported the themes discussed by the student client regarding how working with a Caucasian male counselor would affect her role. One student observer discussed the theme of uncomfortable in the statement, “It may have been somewhat awkward” for the client “in the sense that being able to talk about what’s a tradition for the family may have been a little hard to share with a male counselor.” The theme of misunderstood was defined by the student observers as the Caucasian male counselor not understanding the student client because of different cultural values. One student observer reported that with “American males not being as attached to family” a Caucasian male counselor would have a difficult time understanding the client’s issue of wanting to “pursue a non-traditional career yet still be connected with her family and have support [from] them.”
How Students’ Future Practice With Culturally Diverse Clients Was Informed by Participation in a Role-Play

The student participants were asked to consider how their future practice with culturally diverse clients was informed by their participation in the role-play process. Their answers were coded under two child nodes: how role-play informed future practice and preparation to work with culturally diverse clients. Under the first child node, each group of participants was asked to consider the question of how participation in the role-play informed their future practice. The student counselors and student clients focused on how the chance to apply information during the role-play process affected their future practice. The student observers focused on how the chance to observe the application of information during the role-play process affected their future practice. Under the second child node, the data from the student observers was used as a source of support and triangulation for the themes that arose from the student counselors and student clients’ information.

How Role-Play Informed Future Practice

Student Counselor Participation

Reoccurring themes. Student counselors reflected on how the chance to apply information during the role-play process has informed their future practice with culturally diverse clients (see Table 10). Three themes were discovered in more than one student counselor’s description. The three themes were helpful, cultural awareness, and need to learn. The first theme of helpful was echoed by student counselors from groups three and four. Both student counselors reported that the chance to participate in a multicultural
Table 10

*How Role-Play Informed Students’ Future Practice*

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role-play was helpful and beneficial to their future practice. The student counselor from group four stated, “This has certainly helped.” The student counselor from group three reported that “it’s really helpful. It’s really helpful for me; especially in a role-playing experience because . . . it would help you practice and make you a better counselor for when you do encounter the situation.” She further expressed that “it gives you like a starting point. You just don’t want to jump into it, and I really feel that this helps be a segue way into that.”

The second theme of cultural awareness emerged in student counselors’ accounts from all four groups. Cultural awareness as a theme included an increased awareness of the need to be educated about culturally diverse clients’ cultures. Additionally it included the student counselors’ need to be more aware of their own cultures. The student counselor from group four discussed this when she said that she needed to “expand who I talk to everyday and get more aware. That it is necessary . . . to integrate their [clients’] culture with mine. Don’t just go through counseling with just one direction from this [counselor’s] perspective.” The student counselor from group three discussed her own cultural awareness when she stated, “I can’t make assumptions that they [clients] are acculturated. It’s really important that you just be able to assess the client’s worldview and where they’re coming from because every client is going to have a different worldview.” She further stated, “You have to dig a little bit deeper with clients from different cultures.”

The student counselor from group one discussed how participation in the role-play process affected her future practice with culturally diverse clients. She stated:
Through the role-playing it helps me to understand that I do have to be aware of
the other cultures. I have to be able to understand them and if I don’t understand
them, then I should ask. And I shouldn’t be afraid to, because I think that if you
are afraid to ask or you’re afraid to consult that part of you that’s unaware, it’s
going to make the counseling situation uncomfortable.

The student counselor from group one further stated that she would “ask the client to
identify ‘does it bother you that I’m a white female trying to counsel you, a Hispanic
American, how does that make you feel?’” She discussed that “maybe that’s a barrier in
itself, just us here, two different people, two different races, and trying to correspond with
one another.” The student counselor from group two showed cultural awareness when she
reported the importance of knowing cultural “background information or you will
alienate clients, and you will lose them and they won’t come back. You’ll wonder why
and you’ll never know that you may have done something that you could have fixed.”
The student counselor from group two also reported feeling “nervous . . . that I would
inadvertently be stereotyping a client and not have any idea that I’m doing it,” and
“stressful . . . you kind of watch where you’re going to go that you don’t want to
inadvertently be disrespectful” to the client.

The final theme of need to learn was shared by the student counselors in all four
groups. The student counselor from group four stated, “I just know I have a lot more to
learn.” She described her work with future culturally diverse clients as “a two-way
educational thing. I’m going to get as much as I hopefully am going to give” to the client.
The student counselor from group three echoed this when she stated, “You feel as if
they’re [clients] teaching you something and I like that.” The student counselor from group two reported, “It’s made you realize that you have to know this background information or you will alienate clients.” The student counselor in group one showed the theme of need to learn when she stated, “That’s the whole part of the counseling relationship is learning how to trust the other person, and listen, and to an extent learn. As a counselor you always have to be open to learn something new.”

*Group one.* The student counselor in group one had two independent themes emerge related to how participation in a role-play has affected her future practice with culturally diverse clients. These themes were in addition to the themes that were shared by other student counselors. The two themes were supportive and empathy. The student counselor stated, “You need to be supportive. That’s the whole part of the counseling relationship is learning how to trust the other person and support them.” The student counselor also discussed the importance of having empathy in her future work. She stated, “You need to focus in, you need to be empathetic.”

*Group two.* The student counselor from group two had one independent theme emerge related to how her future practice with culturally diverse clients was affected by participation in the role-play. The independent theme was build rapport. The theme was in addition to the mutual themes that the student counselor shared with the student counselors from other groups. Regarding the importance of building rapport with culturally diverse clients, the student counselor stated, “I feel like you have to build the rapport and the trust with the client.”
**Group three.** The student counselor from group three had two individual themes that came out of her discussion on how her future practice with culturally diverse clients was affected through her participation in the role-play. The two themes were no assumptions and open-minded. The themes were in addition to the themes echoed by other student counselors. In the theme of no assumptions, the student client discussed that it was important “to keep in mind that I can’t make assumptions about [the client]. Even if the client was natively born in the United States, I don’t want to make the assumption that they are acculturated.” The student counselor discussed how the role-play process affected her future practice with culturally diverse clients and stated that it “makes me feel very open-minded and I like that. That’s one of the reasons that I like to be a counselor, I just want to be a really open-minded person and relate to different kinds of people, all cultures.”

**Group four.** The student counselor from group four had one individual theme emerge from her discussion of the question regarding her future practice with culturally diverse clients. The theme was listening. The student counselor described the importance of listening to her clients. She reported needing to “listen more than I talk so that they’re [clients] getting what they need to say and how they say it. And just kick back and get genuine.”

**Student Client Participation**

Student clients discussed how their future practice with culturally diverse clients was affected by participation in the role-play (see Table 10). Three themes were present in more than one student client’s discussion. No individual themes emerged from the
student clients’ discussions. The three themes were culturally aware, helpful, and need to learn. The first theme of culturally aware was expressed by student clients in groups three and four. The student client from group three reported that the role-play experience helped “me be more aware of different cultural backgrounds and how they can influence the way that people think and feel.” She reported the experience also helped her with “finding the balance between taking that into account but also being able to really look at each person as an individual because maybe everyone’s not going to have exactly the same values, everyone’s family’s not the same.” The student client from group four reported that after her role-play experience, “I feel much better about bringing it into my practice and to sitting down and talking with individuals.” The student client from group four also pointed out that she gained awareness from her role-play experience that “some people may be bilingual, or want to speak in Spanish, and I feel bad that I don’t have that piece, to talk with somebody in their own language.”

The second reoccurring theme, helpful, was found in the student clients’ descriptions from groups two, three, and four. The student client from group two reported that “it was helpful for me, this role-play, because it was kind of like a hands-on experience but it didn’t hurt anybody’s feelings, I’m not hurting anyone by being here.” The student client further reported that because she was able “to just jump right in and see the experience . . . in the future you already know how you feel about it, that it might be easier” to work with culturally diverse clients. The student client from group three stated that the role-play experience “was a great experience and I think that it’s encouraging me that I can do things and do more role-playing and use it to help me
professionally instead of being afraid of it or kind of shy about it.” The student client from group four reported that her experience with the role-play was “going to help a lot because it put a different spin, a different perspective on” how she perceived her future work with culturally diverse clients. She also reported that she “feel[s] much better about bringing it into my practice.”

The final reoccurring theme, need to learn, emerged from the student clients’ discussions in all four groups. The student client from group one stated, “It has made me realize how much I really need to know the culture, to really be as effective for that client as possible.” She added that she would want to increase her knowledge through “doing your own schooling, doing a lot of reading and your own research and taking any available courses.” The student client from group two echoed the need to increase her knowledge and stated that she would like “to educate myself more, to feel more comfortable because I feel so limited education-wise with different cultures.” She reported that she “would like to see those who are more knowledgeable than me put in the counselor and the client role and watch a video of those two to see what would have been more appropriate.” The student client from group three stated that she needs to learn more regarding specific counseling skills. She stated, “I haven’t had individual procedures or anything like that so I’m hoping those will help in being able to take on that role of the counselor better.” The student client from group four echoed the need to learn stating that “after this [multicultural] course I’ll feel a little bit better but I have to do my own reading and workshops and stuff to make me feel a little bit better about” counseling culturally diverse clients.
Student Observer Participation

Reoccurring themes. In addition to the student counselors and student clients, the student observers were asked to discuss how their future practice with culturally diverse clients was affected by watching the application of information during the role-play process (see Table 10). Two themes were discovered in more than one student observer group’s discussion: culturally aware and need to learn. The first theme of culturally aware was shared by student observers in groups one, three, and four. The observers from group one discussed the importance of learning about the cultural background of the clients they will work with in their future practice. They reported that there were “things that you need to start thinking about with those kinds of diverse populations, like just that checklist.” They said, “You need to start thinking about and not just be too tempted to say, ‘well this is a normal problem,’ when there are other issues that you need to start thinking about.” The observers from group three described their cultural awareness as needing to “quit making large assumptions and break out of the stereotypes.” The observers also reported, “You have to look at each person as an individual but when culture comes into it you have to understand the culture that they’re coming from.” The observers from group four echoed the cultural awareness stating, “You do need to explore background and tradition,” and “When you are dealing with someone with a different cultural background you do have to explore, and really do have to work harder to build that relationship, so that client is feeling at ease.”

The second theme of need to learn was expressed by the student clients from all four groups. The student observers from group four reported that “we’re all better
informed. I think we learned something and learned how important, how many pieces there are to consider in” multicultural counseling. The student observers from group one reported that “there are other issues that you need to start thinking about, so just keeping that in mind and seeing that checklist of other areas to ask was helpful.” The student observers from group two described how their future practice was impacted from watching the role-play. They discussed their lack of current knowledge and experience. As one observer stated, “It’s helped to let me know a little bit more of how uneducated I am right now in working with culturally diverse clients. I would be interested in learning a lot more about it.”

The student observers in group three also discussed that their future practice with culturally diverse clients was informed by the need to learn more information through reading. One student observer in group three reported that she “was like wow! I felt it, that you’d really have to know, get your knowledge base, get aware of and seek the information, quit making large assumptions.” She further reported the need to “get past the romanticism of ‘Oh, I’m going to be a counselor.’ Well the reality is you better be up for the game, and really know your stuff, and make it a life-long learning process.” Another student observer from group three stated, “you know you’ve got to keep reading, you want to go try to block off all the old crap you’ve heard.”

**Group one.** The student observers in group one had two independent themes emerge. The themes were helpful and checklist. The student observers discussed that the opportunity to watch the application of information in the role-play process was helpful for their future practice with culturally diverse clients. The second theme of checklist
occurred from the student observers’ discussion of specific helpful areas. The student observers reported “seeing that checklist of other areas to ask was helpful.” The student observers also reported that “just watching it [role-play], and seeing how you could go through the checklist of all those very key cultural aspects but then it not be like an interrogation or not be uncomfortable, I think that was good to see.”

**Group two.** The student observers from group two had one individual theme that came out of their discussion of how their future practice was affected. The theme was not prepared. This was in addition to the theme that was shared by other student observers from different groups. The student observers reported that watching the role-play process informed them that they do not feel prepared at present to work with culturally diverse clients. One student observer stated, “I’ve learned that I’m definitely not prepared and unaware of working with different cultures.”

**Group three.** The student observers from group three had one individual theme that occurred through their discussion about their future practice with culturally diverse clients. The theme was practice. The student observers stated that it would be necessary to practice the multicultural information as they learned it in order to be effective in their future practice. One student observer stated the “biggest thing is practice.” The observer added that no amount of information learned “is going to prepare you for the questions that they’re [client] going to ask or the answer they might give you. You can only know by doing it and the more you do it the more comfortable you get.”

**Group four.** The student observers from group four had three independent themes that developed from their discussion of how their future practice with culturally diverse
clients was affected by the role-play process. The three themes were build rapport, increased awareness, and exploration. In the first theme, the student observers discussed the importance of being able to build rapport with culturally diverse clients. One student observer stated, “You try to build that rapport. Working with another culture it may not be something . . . easy to do. You have to take into consideration that you need to explore background and tradition as you’re building this rapport with the client.” The student observers reported that watching the role-play process increased their level of awareness regarding how their future practice with culturally diverse clients will look. One observer reported that the “roles, the set up, and everything has opened my awareness.” The student observer reflected:

   It’s really thought provoking to make you think about when you are in those settings, what do you do, how will I take it, how will I move forward in the future? So that let’s me know that I need to be consciously aware, at all times, in trying to position myself in trying to experience more of cultures.

The final independent theme that emerged from the student observers’ discussion was exploration. One student observer stated the need to explore who the client was and “get to know them and what their traditions are. Set aside any of your own to further explore that, before you move into trying to help them solve their problems.” Another student observer agreed and stated, “You don’t need to just dive right in to solve the problem because . . . what you perceive to be the problem may not even be the true issue.”
Reoccurring themes. The student counselors discussed how prepared they felt to work with culturally diverse clients (see Table 11). Two main themes occurred in more than one student counselor’s response: inexperienced and uncomfortable. The first theme of inexperienced was expressed by the student counselors in groups one, three, and four. The student counselor from group one reported, “I don’t think I have a whole lot of experience . . . because I don’t really know all the ins and outs of how I can better relate” to culturally diverse clients when “that’s their sole purpose of being in the session is because they’re frustrated, because culturally they’re not where they want to be.” The student counselor from group two stated, “I don’t feel that I did the best that I could have done. I feel like I would need more experience, definitely more experience.” The group two student counselor further stated, “I think that’s how you learn. The more you do it, the more you can work on past experiences, and that helps you improve.” The student counselor from group four stated needing more experience with how to utilize cultural information with culturally diverse clients. She stated, “There’s all that kind of thing that I’m not familiar enough with and that’s where you kind of start to stumble over.” The second theme, uncomfortable, was discussed by student counselors in groups one, two, and three. The student counselor from group three stated, “I would be nervous about working with a different culture.” The student counselor from group one reported that “right now I’m not very comfortable with it because I don’t really know all the ins and outs of how I can better relate to people.” The student counselor from group two stated
### Table 11

**Student Counselor Preparation to Work With Culturally Diverse Clients**

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that she would need to learn more or have “more exposure” to “feel more comfortable about my performance in the role of the counselor.”

*Group one.* No independent themes emerged from the student counselor’s discussion in group one. The student observers had two themes generated from their discussion of how prepared they thought the student counselor was to work with culturally diverse clients. Both themes, more prepared and uncomfortable, supported the themes that emerged from the student counselor’s discussion about her level of preparation. The student observers reported that the student counselor would be more prepared to work with culturally diverse clients after participating in the role-play experience. One student observer stated, “I thought she [counselor] was very well prepared.” Another student observer reported that the student counselor was “easy going and very receptive, but genuinely interested” in the student client; therefore, the student counselor was prepared to work with culturally diverse clients.

The second theme was uncomfortable. One student observer noted that the student counselor did not directly discuss certain cultural issues with the student client. The student observer noted “it just seemed like she [counselor] was concerned about bringing up the fact that you [client] are not surrounded by your own culture.” The student observer reported, “I think sometimes we’re kind of nervous to always just jump in and say what you’re feeling because it’s such a, for some reason, for some people, a hot topic like are they going to be offended by this.”
Group two. The student counselor from group two had one independent theme that was not echoed by other student counselors. The theme was unready. The student counselor reported that whereas it was helpful to participate in the role-play experience, she still felt unprepared to work with culturally diverse clients. She stated, “At this point I don’t feel like I’m ready, but I feel like with more exposure I could definitely be better.”

The student observers from group two had two themes that came out of their discussion regarding the level of preparedness of the student counselor. The themes were inexperienced and unprepared. Both themes supported the themes that emerged from the data that the student counselor reported about her own level of preparedness. The observers from group two discussed the inexperience of the student counselor to work with culturally diverse clients. One student observer reported that the student counselor did not have “enough experience and background information to handle” work with culturally diverse clients. She added that “it would be easier if we had the checklist, you know, ’cause that would be like you could start to get to know the background and work up from that point. Without that it would be hard.”

The second theme that appeared in the student observers’ discussion was unprepared. Both student observers discussed that the student counselor did not appear to be prepared to work with culturally diverse clients at the end of the role-play process. This was illustrated by one student observer who stated, “I would say the same for myself and I would say not prepared.” She further stated that it was important to be prepared when working with culturally diverse clients because “I read a lot of times they come for
one [session] and don’t come back. So it would be very important to know exactly what you’re doing during that first session to help them as much as you can.”

*Group three.* The student counselor from group three had one independent theme that occurred in her discussion of how prepared she felt to work with culturally diverse clients. The theme was challenging. The student counselor reported that working with culturally diverse clients would “be like a new challenge for me but it is something that I would like to do again.” She further reported, “I think the more you work with people of a different culture, the more you can appreciate it. And I think the better of a counselor you can be.”

The student observers of group three had one theme described in their discussion of the level of preparedness of the student counselor. The theme was more prepared. This theme supported the themes found in the data of the student counselor’s discussion of her level of preparedness. The student observers reported that the student counselor was “going to be much more enhanced when she goes out and does counseling” because of her participation in the role-play.

*Group four.* The student counselor in group four had one individual theme in addition to the theme that was shared by the groups of student counselors. The individual theme was need to learn. The student counselor reported that she would need to learn more in order to feel prepared to work with culturally diverse clients. The student counselor stated, “I just know I have a lot more to learn. I’ve got to get more aware of different cultures.”
The student observers from group four discussed how prepared the student counselor was to work with culturally diverse clients. One theme emerged from their discussion, that of more prepared. The student observers discussed that the student counselor would be more prepared to work with culturally diverse clients because of the chance to practice in the role-play situation. One student observer reported, “I would say [the counselor] improved. I would say [the counselor] knows more now. Just going through the experience probably helped [the counselor] understand the cultural differences and sensitivities.”

*Student Client Preparation*

*Reoccurring themes.* The student clients discussed how prepared they felt to work with culturally diverse clients (see Table 12). Four themes emerged that were shared by at least two student clients. The themes were challenging, need to learn, inexperienced, and more prepared. The first theme, challenging, was supported in discussions from student clients in groups one and two. Both student clients stated it would be challenging to work with culturally diverse clients. The student client from group one reported, “I think it would be a challenge. To just be able to help them would be a different kind of challenge.” The student client from group two described the challenging aspect about being prepared to work with culturally diverse clients. She stated, “I feel like there’s so many levels of being Americanized and levels of acculturation and if they came in with that concern I think that would be very hard for me.”

The second theme was need to learn. The student clients from groups one and four expressed this theme. Both student clients reported the need to have more knowledge
Table 12

*Student Client Preparation to Work With Culturally Diverse Clients*

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<th>Group One</th>
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<tr>
<td><strong>Student Observers</strong></td>
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<td>More Prepared</td>
<td>More Prepared</td>
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about different cultures in order to feel more prepared. The student client from group one reported there was “not only counseling that you have to learn, but you have to learn the culture, really, to be able to put yourself in their [client] shoes.” The student client from group four stated, “As far as understanding and having previous knowledge of some cultural background of individuals I don’t quite have that yet so I don’t feel that I would be competent.” The student client from group four reported she had to “do my own reading and workshops to . . . feel better about” counseling culturally different clients.

Student clients from groups two and three shared the theme of inexperienced. Both student clients reported that they felt inexperienced when considering their level of preparation to work with culturally diverse clients. When asked if she felt prepared, the student client from group two stated, “Prepared? Not very. I feel as though I have limited exposure to even counseling. I’m not that far in the program. I can’t relate to too many people.” The student client from group three stated, “I still feel like I’m at the tip of the iceberg” regarding her experience counseling culturally diverse clients.

The final theme was feeling more prepared to work with culturally diverse clients. Student clients from groups three and four reported that the role-play experience helped them begin to feel prepared. The student client from group four stated, “I think I feel a little bit better, not competent quite yet.” The student client from group three reported that “this specific role-play was very good in helping me. I feel more prepared” to work with culturally diverse clients.

*Group one.* The student client from group one had two themes emerge and both were echoed by at least one other student client from a different group. No individual
themes emerged from the student client’s discussion. The student observers from group one were asked to discuss the level of preparation of the student counselor and student client in group one. The student observers focused solely on the student counselor’s level of preparation and did not address the student client’s level of preparation.

*Group two.* The student client from group two had no independent themes emerge from her discussion of her level of preparation to work with culturally diverse clients. The student observers from group two had two themes come out of their discussion of the student client’s level of preparation. The themes were inexperienced and unprepared. Both themes supported the themes that were found in the student client’s discussion about her level of preparation. The student observers described the student client as not prepared to work with culturally diverse clients. One student observer reported that the student client did not have “enough experience and background information to handle that.” The student observers also agreed that the student client was unprepared to work with culturally diverse clients. They discussed that the student client was “just beginning the multicultural course, so I know [the client] is not prepared.”

*Group three.* No individual themes were found in the student client’s discussion of her level of preparation from group three. One theme was found in the student observers’ discussion of the student client from group three. The theme was more prepared which supported the student client’s theme of more prepared. The student observers described the student client as having some level of preparation for working with culturally diverse clients because of the role-play experience. One student observer
stated, “I think the [student client] is going to be much more enhanced when [she] goes out and does counseling.”

*Group four.* The student client from group four had one independent theme emerge. The theme was not competent. The student client reported feeling “not competent quite yet” to work with culturally diverse clients. She reported that she did not have “previous knowledge of some cultural background of individuals, so I don’t feel that I would be competent.”

The student observers from group four discussed the level of preparation for the student client from group four. There was one theme that emerged out of their discussion. The theme was more prepared. It directly supported the theme of more prepared that emerged from the student client’s discussion of her own level of preparation. The student observers discussed that the student client was more prepared to work with culturally diverse clients after participation in the role-play process. One student observer stated, “I would say [student client] knows more now. Just going through the experience probably helped [student client] understand the cultural differences and sensitivities.”

How the Pedagogy of Multicultural Training Was Informed by the Exploration of Master’s Students’ Role-Play Experiences

An exploration of the student participants’ role-play experiences provided information that related to the pedagogy of multicultural training. The student participants were asked to respond to two questions which became the child nodes: how multicultural information informed role-play role and culture specific information used. Under the first child node, the student counselors and student clients were asked to reflect
on how multicultural information that they learned from the multicultural course informed them as they portrayed their roles in the role-play process. Under the second child node, the student counselors and student clients specified which culture specific information was particularly useful in their role portrayals. The student observers of each group were also asked to reflect on these questions for the student counselors and student clients. The information from the student observers served as a source of support and triangulation for the information from the student counselors and student clients.

*How Multicultural Information Informed Role-Play Role*

*Student Counselor Role*

*Reoccurring themes.* The student counselors described how multicultural information informed their counselor role (see Table 13). Two themes occurred in at least three of the student counselors’ descriptions. The two themes were provided model and educated role. The student counselors in groups two, three, and four discussed that the multicultural information they used provided a model for them on which to base their counselor role. The student counselor from group two reported that a video viewed in the multicultural class “was probably the most helpful for me, because as I watched it I was like, o.k. that was going to be me, so I was modeling sort of after the counselor in that video.” The student counselor from group two further reported that “the way I learn is to actually watch a session. It’s much more helpful to me than just reading about techniques.” The student counselor in group three described using a specific multicultural counseling model as a model for her counselor role. She stated, “I tried to use the Stylistic model to find out some of her history and then work my way up to how
Table 13

How Student Counselor Role Informed by Multicultural Information

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<td>Educated Role</td>
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<td>Overwhelmed Role</td>
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she views herself and her roles. It really helped.” The student counselor from group four discussed how the knowledge of the observer checklist acted as a model for her in her counselor role. She stated, “I felt more comfortable coming in knowing what the criteria [observer checklist] for the observer was.” The student counselor from group four reported that “if I had not had those guidelines to be thinking about more concretely, I don’t think I would have been quite as prepared to really answer and ask some questions that I felt more comfortable asking.”

Student counselors from each of the four groups discussed the second theme of educated role. The student counselors reported that the multicultural information that they had learned through class helped educate them about how to fulfill their roles of counselor. The student counselor from group one reported that she was trying to “make sure that I hit on some cultural notes that were needed to be hit on as far as what I read” as she acted from the counselor role. The student counselor from group two reported that she used “the counselor in that video, the notes, and the book” to help educate her about her role as counselor for the role-play. The student counselor from group three stated, “I had a small amount of information to deal with somebody of a different culture, but even a small amount of information can really do a lot of good.” The student counselor from group four described how she utilized her experience as a student observer from group three to help educate her role as counselor. She stated, “The content helped a little bit as well, so it’s tying back into the reading and what we’re talking about in class.”

**Group one.** The student counselor from group one had one individual theme emerge from her discussion of how the multicultural information informed her role as
counselor. The theme was aided understanding. The student counselor reported that the multicultural information from class helped her try to understand the client’s perspective and issues from her role as counselor. The student counselor stated, “I imagine that I was probably trying to understand her [client] cultural diversity and figure out what it was that was really frustrating her.”

The student observers in group one had two themes emerge from their discussion of how the multicultural information helped inform the student counselor’s role. The themes were educated role and increased awareness. Both themes added support to the student counselor’s themes found in her discussion of the question. Student observers reported that the multicultural information helped educate the student counselor about her role as counselor. One student observer described “the different modes of counseling like the models and all that stuff” as helping to educate the student counselor about her role. The student observers also felt that the multicultural information helped increase the student counselor’s awareness in her role of counselor. One student observer reported that the multicultural information helped the student counselor be aware of things like “internal things in yourself as well as relating to another person, those types of general types of things that we’ve talked about.”

*Group two.* The student counselor from group two had no independent themes emerge from her discussion of how the multicultural information helped inform her role as counselor. The student observers in group two had one theme that was described in their discussion of the question for the student client. That theme was not incorporated. The student observers reported not being able to see how the student counselor
incorporated any multicultural information specifically within her role as counselor. One observer stated, “I don’t think it was incorporated to be honest. It didn’t seem like a whole lot of the reading was incorporated into the role-play.”

*Group three.* There were no individual themes that emerged from the student counselor’s description of how multicultural information informed her role as counselor in group three. The student observers had two themes emerge from their discussion of the question regarding the student counselor. The two themes, educated role and overwhelmed role, supported the themes found in the student counselor’s discussion. The student observers stated that the multicultural information helped educate the student counselor about her role as counselor. One student observer reported that “probably the vignettes and definitely the readings helped out a lot in” educating the student counselor about her counselor role. With the second theme, the student observers reported that the multicultural information possibly overwhelmed the student counselor as she tried to work within her role. One student observer stated, “I think there were so many things she [counselor] was trying to process on how to approach it from the multicultural aspect that I think she was a little overwhelmed.” Another student observer added that the student counselor “did get hesitant toward the end” of the role-play.

*Group four.* The student counselor from group four had one independent theme emerge from her discussion of how the multicultural information informed her role. The theme was new insight. The student counselor reported that she developed new insight from all of the multicultural information, including her previous experience as a student observer for group three. She described it as having “a huge impact. It really has. It’s like
wham, my brain really just opened up. It did, it just like whew!” The student counselor further reported that “this role-play has probably been more impactful than any of them because you’re not just sitting there and watching something, you’re actually being a piece of that.”

The student observers from group four discussed how the multicultural information informed the student counselor’s role. One theme was discovered from their discussion. The theme was educated role. This theme directly supported the themes from the student counselor’s interview data. The student observers reported that the multicultural information and the student counselor’s experience as a student observer in group three educated the student counselor about her role. One student observer stated, “I think the counselor was probably well informed from previous experience right here. She pretty much seemed to nail everything on the list [observer checklist].” Another student observer commented that “the information that was presented in class did help prepare [the counselor] a little.”

**Student Client Role**

**Reoccurring themes.** The student clients from groups one, two, three, and four discussed how multicultural information informed their portrayal of the client role (see Table 14). One shared theme emerged from their discussions: educated role. The student clients reported that the multicultural information helped educate them regarding how to portray their role as client. The student client from group one stated, “I’ve never been Puerto Rican. I can only go by the little I’ve read. Prior to reading that, I knew very little. I still feel like I know very little but it gave me something else to go on.” The student
### Table 14

*How Student Client Role Informed by Multicultural Information*

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<td><strong>Student Clients</strong></td>
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<td><strong>Student Observers</strong></td>
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<td>Aided Understanding</td>
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client from group two reported that “the multicultural information presented in class wasn’t as helpful as the video clips we watched and the meetings and my own personal relationship with the people,” in informing her role as client. The student client from group three stated, “The vignettes really helped me, and the interview at the end of [the video] because it helped me understand why she asked certain questions and what information she was trying to get and to assess.” The student client from group three also stated, “The information that I read in the book was very helpful.” The student client from group four also described the information in the book as helpful. She stated, “That helped me out a lot because I was reading before I came here. I’ve also taken Hispanic history in undergraduate and I have a sociological degree so I was thinking back to what I have known previously.”

**Group one.** No individual themes emerged from the student client’s discussion in group one. The student observers discussed their opinion of how they thought the multicultural information informed the student client’s role as client. Two themes emerged from their discussion. The themes were educated role and increased awareness. Both themes supported themes that were found in the student client’s interview data. The student observers felt that the student client’s role was educated by the multicultural information. One student observer reported that “the different modes of counseling like the models” would help educate the student client about her role. The student observers also discussed how the multicultural information helped increase the awareness of the student client while in her role. One student observer reported that the information helped
the student client know “the things to be aware of and internal things in yourself” that
would help the student client portray her role.

*Group two.* No individual themes emerged from the student client’s discussion in
group two. One theme was discovered in the student observers’ discussion of how the
multicultural information informed the student client, in group two, of her role. The
theme was educated role which directly supported an identical theme from the student
client’s discussion of the question. The student observers reported that the student client’s
role was educated by the multicultural information. One student observer stated, “The
reading was incorporated into the role-play on the client’s side.”

*Group three.* The student client in group three had one individual theme emerge.
The theme was increased awareness. The student client reported that the multicultural
information helped her gain awareness during her role as client. She reported it made her
“more aware of ethnic backgrounds and even more of the Puerto Rican culture because I
really studied the book . . . and getting into it [client role], it just made me more aware of
values I think mainly.”

The student observers in group three had two themes emerge from their
discussion of how the multicultural information informed the student client’s role. The
two themes were educated role and aided understanding. The student observers described
the multicultural information as educating the student client about her role. One student
observer stated, “I would think it [multicultural information] could have done nothing but
help the client in responding to the answers.” The student observers discussed that the
multicultural information also helped the student client understand her role. One student
observer stated, “It would have strongly helped the client to understand her role that she was playing.”

*Group four.* The student client from group four had no individual themes emerge from her discussion of how the multicultural information helped inform her role. The student observers had two themes emerge from their discussion of how the multicultural information informed the student client’s role. The two themes were educated role and aided understanding. The student observers discussed that the multicultural information helped educate the student client on how to portray her role. One student observer stated, “I would think that the information that was presented in class did help prepare” the student client to portray her role. The student observers also described the multicultural information as aiding the student client in the understanding of her role. This was shown when one student observer stated, “I think the client was probably a little bit better prepared, probably understood the culture more than she did before.”

*Culture Specific Information Used*

The student counselors and student clients discussed the course material that was most helpful in their preparation for participation in the role-play process. The student counselors and student clients were then asked to specify which culture specific information particularly was useful in their role portrayals. The student counselors’ descriptions of the information (see Table 15) and the student clients’ descriptions of the information (see Table 16) are reported.
### Table 15

**Culture Specific Information Used in Counselor Role**

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Table 16

*Culture Specific Information Used in Client Role*

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</table>
**Student Counselor Use**

*Reoccurring themes.* One theme was present in more than one student counselor’s description of the culture specific information that was helpful to use during the role-play process. The theme was family role, and it was shared by student counselors in groups two, three, and four. The student counselors in groups two, three, and four described family role as an important piece of cultural information used during the role-play process. The student counselor from group two reported that she would have asked the student client about the role of the client’s family if the client had not discussed it. The student counselor from group three stated, “Family role was really something that had a major impact in that session because that was really what she was struggling, so I think that was the biggest thing.” The student counselor from group four reported that she was aware from “the reading, about how close their families are, and why it’s important to be able to respect that because it is such a powerful thing.”

*Group one.* The student counselor from group one had two themes that were discovered in her discussion of what culture specific information was useful in her role as counselor. The two themes were general focus and kinship. The student counselor reported that she attempted to focus on cultural information with the student client in a general way. She stated, “I imagine that I was probably trying to understand her cultural diversity.” The second theme that emerged from the student counselor’s discussion was kinship. The student counselor described her focus with the student client on kinship issues. The issues included the student client’s desire to find friends at school that were of her culture.
The student observers of group one had three themes emerge from their discussion of which culture specific pieces of information the student counselor used during the role-play. The three themes were: gender role, family role, and kinship. The student observers reported that the student counselor used gender role information during the role-play. One student observer reported that “the counselor was asking more in a general way about the machismo and some of those more traditional roles.” The student observers described family role as a culture specific piece of information used by the student counselor. One student observer noted how the student counselor approached the family role with the student client and commented that “those are questions you would ask. ‘Are you very close with your family? Do you miss them?’” The final theme that emerged from the student observers’ discussion was kinship. The student observers discussed the need for the student counselor to ask the student client about her connections within her cultural community at school and home.

*Group two.* One individual theme emerged from the student counselor’s discussion in group two about how culture specific pieces of information were used during the role-play. The theme was gender role. The student counselor stated, “She [client] talked about the traditional women’s role. If she didn’t bring it up, I may have asked, ‘What is your role? What would you prefer to do?’”

Two themes were discovered in the student observers’ dialogue about the culture specific pieces of information that the student counselor from group two used during the role-play. The themes were family role and checklist. The student observers noted that the student counselor used information at a surface level about the family role to explore
related issues with the student client. In the second theme of checklist, the student observers commented on the use of culture specific pieces of information that were contained on the observer checklist. One student observer stated, “If she [counselor] would have seen the checklist before then she would have probably approached the whole counseling session differently and touched on different areas to get a feel of the background of where she [client] was coming from.” The student observer further stated, “We saw the checklist, and it would have been a lot different if she [counselor] would have had something like that.”

*Group three.* One individual theme appeared in the student counselor’s discussion from group three. The theme was acculturation level. The student counselor reported she used the culture specific information of acculturation to assess the student client. She stated, “I did have a hard time at first telling how acculturated she [client] was. I was trying to find out where that came together, where her American culture and where her Puerto Rican culture had been intertwined.”

Three themes emerged from the student observers’ discussion about the culture specific information that the student counselor from group three used. The three themes were family role, gender role, and acculturation level. The student observers discussed how much the student counselor utilized information about the family role during the role-play. One student observer stated, “I just noticed how much the family rule was gone over and how strong that was . . . ’cause she [counselor] kept going over the family roles and where the crisis level was for her [client] between her education and her family.” The observers stated that the student counselor addressed gender role when she explored
“where the crisis level was for her [client] between her education and her family.” The student observers reported that the student counselor addressed the final theme of acculturation level during the role-play. One student observer stated, “I thought she covered the acculturation level for the client.”

**Group four.** No individual themes emerged from the student counselor’s discussion of the question. The student observers had four themes emerge from their discussion of the question in relation to the student counselor in group four. The themes supported the themes found from the student counselor’s discussion. The four themes were family role, gender role, spirituality, and kinship. The theme of family role was expressed when one student observer reported that the student counselor discussed “the family as a model. That was constantly brought up throughout the session and has been discussed in class.” Another student observer discussed the theme of gender role when she described that the student counselor addressed “the career choice being non-traditional, kind of like the gender role” issue. The student observers reported that the student counselor “asked about her [client] spirituality,” which was connected with the third theme of spirituality. The final theme, kinship, was discussed by the student observers when they stated that the student counselor explored “her [client] support system in general, does she have support systems here? She [counselor] also brought out the community, the kinship and the community” of the student client.

**Student Client Use**

**Reoccurring themes.** Two themes were found to reoccur in student clients’ descriptions of the use of culture specific information: gender role and family role. The
student clients from groups one, two, and three shared the theme of gender role. The student client from group two discussed how she “read about family life and how gender roles play a role in their own lives so I thought that was really helpful considering this [role-play] was based on” gender role issues. The student client from group three described the gender role information that was useful which included “the role of women as caregivers and getting married young, having a family, staying home more, and not really working so much and just being more of the caregiver.”

Family role was the second theme that emerged from the student clients’ discussions. This theme was echoed by student clients in groups two, three, and four. The student client from group two reported that the “information that was really helpful, just because it was specific to this [role-play], was the information that I read about family life.” The student client from group three agreed that “definitely the importance of family” was culture specific information that helped inform her role as client. The student client from group four stated, “The family, the family pieces, I made sure I read a lot about it and I understood the family dynamics as best I could.”

*Group one.* Individual themes of spirituality and acculturation level emerged from the student client’s discussion of culture specific information that helped inform her role. The student client reported using “the fact that I knew that they [Puerto Ricans] were spiritual but I thought she would be not as spiritual because she’s showing not a perfect fit with her culture,” to help inform her role as client. The theme of acculturation level was displayed when the student client reported that “She’s [client] showing not a perfect
fit with her culture . . . being in her shoes, I could just see how she has diverted from the traditional.”

Student observers from group one discussed which culture specific pieces of information the student client utilized to help her role as client. The theme that emerged was family role. The student observers focused on the culture specific information that the student client utilized to portray the strength of her family’s opinion. One student observer stated, “I thought the family was very opinionated and that’s normal. So you actually believed that their opinion matters more than the actual person either seeking or not seeking the advice.”

*Group two.* No individual themes were coded for the student client from group two. Three themes were coded from the student observers’ discussion in group two regarding which culture specific pieces of information the student client utilized. The three themes were gender role, family role, and kinship. One student observer described the theme of gender role: “I got a lot from the client just with the gender. Talking about her family wanting her to get married and not really pursue the school.” The theme of family role was described by another student observer who described the influence that the family appeared to have over the student client’s decisions. The final theme of kinship was expressed when a student observer stated, “She [client] talked about more Hispanic friends in Cleveland and was having trouble finding friends on a deeper level while she was at college.”

*Group three.* The student client from group three did not have any individual themes coded from her discussion of which culture specific information she used to
inform her role. Two themes emerged from the student observers’ discussion regarding the student client and which culture specific information she used. The two themes were family role and gender role. Both themes directly supported the themes that were discussed by the student client. The theme of family role was described by one student observer as the student client “knew her role [with] ‘la familia’ and the whole idea of going away from home.” The gender role was defined as the influence of gender roles on the student client’s issues. One student observer reported that it was “the whole idea of the role of the woman in the Puerto Rican family especially going: a. away from home, b. she’s not married, and c. she wants to do a job a man does.”

*Group four.* One individual theme emerged from the student client’s discussion in group four. The theme was kinship. The student client discussed how the culture specific information of kinship helped inform her role. She stated, “I understood the family dynamics as best I could and the kinship part with community because I felt like that would probably be brought up” during the role-play.

The group four student observers had two themes emerge from their discussion of how the student client utilized culture specific information to inform her of her role. The two themes were family role and gender role. The student observers described the culture specific information of the family role presented by the student client as “you’re more aware of how important family is” to the student client. The theme of gender role was discussed by one student observer who stated, “It was more traditional for them [women] to not do those kinds of career choices.”
Summary

Student participants were involved in various processes during the research study (see Figure 1). Demographic information for the student participants was described (see Table 1) followed by a description of the data analysis (see Figure 2). Information gathered during the data analysis was reported as themes for each of the research questions of the study. The areas were divided into eight first level children nodes for categorizing and coding data (Richards, 2002). Data from the student observer groups was discussed as a source of triangulation for the information from the student counselors and student clients. The thematic content was described in text as well as depicted in tabular form (see Tables 2–16). The significance of the thematic content is explored in Chapter 4.
CHAPTER IV
DISCUSSION

The goal of this research study was to discover how students enrolled in a multicultural course experienced participation in a role-play based on a female, Puerto Rican client. In Chapter 3, a detailed listing of the various themes that emerged from the data was offered. The themes were connected to the main research question and four subquestions. The main research question of this study is as follows: How do master’s counseling students enrolled in a multicultural course experience participation in a role-play based on a female Puerto Rican client? Several subquestions also were explored, including:

- How does participation in a role-play inform students’ future practice with culturally diverse clients?
- How does exploring master’s students role-play experiences inform the pedagogy of multicultural training?

The final subquestions pertain to potential gender issues. The questions are:

- How does the gender of the Puerto Rican client inform the counselor role?
- How does the gender of the counselor influence the client role?

The results were organized into eight thematic areas which included: experience of role-play process, experience of culture in role-play, male gender in role of student counselor, male gender in role of student client, how role-play informed future practice,
preparation to work with culturally diverse clients, and how the pedagogy of multicultural training is informed by exploring the participants’ role-play experiences.

An exploration of the relationship of pertinent thematic issues to current literature in multicultural counseling for each of the research question areas follows. Two unique thematic areas are also discussed. Implications for the counseling field including implications for counseling pedagogy and for counseling curriculum design are examined next. These are followed by the limitations and delimitations of the research study. Recommendations for future research are then discussed.

Experience of Role-Play Process

Three main areas contributed to the student counselors’ and student clients’ descriptions of their experiences of participation in a role-play based on a female, Puerto Rican client. The first area, interpersonal process recall (IPR), occurred during the conclusion of the role-play process itself. The second and third areas developed from the individual student counselor and student client interviews. The areas involved the questions of how the students experienced the role-play and how they experienced culture in the role-play process.

Interpersonal Process Recall Process

Immediately after the role-play was completed the student counselor and student client engaged in a mutual IPR process (Kagan, 1975). The IPR was the conclusion to the total role-play experience. As Kagan (1984) and Daniels (1994) discussed, the IPR offered the student counselor and student client the opportunity to reflect on their role-play and share their thoughts and feelings. From the themes that emerged, it was apparent
that the student counselors focused more on their thoughts with cognitive, process-oriented comments. The comments focused on questioning and clarifying meaning in different parts in the role-play and clarifying beliefs present in the role-play in relation to cultural information relevant to the student client role. Through these comments, the student counselors sought to uncover and clarify information that was imprecisely mentioned during the role-play itself (Griffith & Frieden, 2000). These thoughts were echoed by the student clients who also sought to clarify meaning in relation to cultural information that they used to inform their role as client. Additionally, the student clients offered their opinions regarding what they would have done in the role-play if they had been in the counselor role.

The student clients showed an emphasis during their discussions in the IPR on sharing their feelings with the student counselors. As described in the literature (Kagan et al., 1965), the student clients wanted to gain insight into their feelings and the behaviors and thoughts that occurred during the interpersonal communication in the role-play process. Through the role-play and discussion during the IPR, student clients and student counselors were able to see the importance of feelings as well as thoughts (Reynolds, 1995). The primary themes that emerged from such feelings as homesick and isolated as discussed by the student clients demonstrated their connection to the Puerto Rican, female client they portrayed. The student counselors reported feeling empathy for the student clients as shown in feelings of loneliness and worry. The reactions of the student counselors to the student clients emphasized the connection between the student clients and the portrayal of their role. The student clients also shared that the student counselors
made them feel comfortable during the role-play. This was despite the feeling of uncertainty student clients reported regarding how to portray their role accurately. Student counselors also reported feeling inexperienced and uncomfortable while working to portray their roles of counselor.

**Experience of Role-Play**

An overall theme of genuineness was expressed by the student clients and student counselors regarding their overall role-play experience. This theme supported the theme of connection that was discussed by the groups during the IPR process. As stated in the literature (Watkins & Butler, 1999), student clients reported that through their connection to the role of a culturally different client, they were challenged to think and act in ways outside of their normal pattern. This reportedly increased their cultural sensitivity and awareness of different points of view. Similar results were found in other studies (Luff, 2003; Strohmetz & Skleder, 1992; Watkins & Butler, 1999).

Student counselors described feeling nervous and inexperienced during the role-play process. They realized that there was still a large amount of counseling and multicultural information they needed to learn. Literature emphasized the importance of having a strong knowledge base on which to practice when counseling culturally different clients (Delgado-Romero, 2001; Roysircar et al., 2003). Studies (Alvarez & Miville, 2003; Fowler & Blohm, 2004; Moss, 2000) also discussed the importance of having the opportunity to then apply the knowledge that has been learned through the use of role-plays. The student clients commented on the importance of being able to apply and practice the information and skills learned from class.
The student counselors described an increase in cultural awareness and personal awareness (Reynolds, 1995; Vazquez & Garcia-Vazquez, 2003) from their experience providing counseling to a client whose role was culturally different. The student counselors reported that because they were aware of cultural differences, they attempted to monitor their word usage with the client. This helped develop their communication skills (Humair and Cornuz, 2003; Lau et al., 2001; Swink, 1993). The student counselors repeated that because of their inexperience, they needed to learn more cultural information (Heppner & O’Brien, 1994) in order to increase their effectiveness working with culturally different clients.

It was interesting to note that empathy for the student clients was present throughout the three areas that contributed to the student counselors’ experience from the role-play. In each area, the student counselors discussed feeling empathic toward the student clients as if the student clients were truly culturally different. The student clients continued to report feelings of familiarity with, connection to, and genuineness to their role as part of their experience portraying a culturally different client (Tromski & Doston, 2003). The strength of their emotional and personal connection may have directly influenced the student counselors’ strong empathic responses thus leading the student counselors to view the student clients as culturally different.

How the Student Counselor Role Was Informed by the Gender of the Puerto Rican Client

The student counselors reported that they did not think they would have had great difficulty relating to the client during the role-play if the client had been a Puerto Rican
male. The student counselors questioned whether a male, Puerto Rican client would have presented with the same issues in the role-play. They thought the issues would not be as pertinent because of the traditional male role in the Puerto Rican culture (Casas et al., 1995; Paniagua, 1998). The student counselors discussed that a male, Puerto Rican client may have received more support for his decisions from his family and friends than a female, Puerto Rican client.

How the Student Client Role Was Influenced by the Gender of the Counselor

When the student clients were asked how their role as client would have been different if they had worked with a male counselor, the culture of the male counselor was not specified. The student clients chose to differentiate their responses to the question based on whether the male counselor was Puerto Rican or Caucasian. The student clients reported a possibility that they would have felt understood by a Puerto Rican male counselor, because of the shared culture. However, the student clients reported that because their client role was not a traditional female Puerto Rican role (Altarriba & Bauer, 1998; Casas et al., 1995; Paniagua, 1998), they would have felt misunderstood and uncomfortable with a Puerto Rican male counselor. In addition to those feelings, the student clients were concerned that they would have felt influenced by a Puerto Rican male counselor’s more traditional values and point of view. The student clients worried that even if the Puerto Rican male counselor showed some flexibility, he would still encourage the client to return to more traditional female roles (Locke, 1998).

The student clients reported that they would feel no connection with a Caucasian male counselor because of the different cultures. They discussed that although cultural
differences could make them uncomfortable, the same differences could also allow them to feel understood. The student clients hypothesized that a Caucasian male counselor culturally would expect a woman to attend college and work; therefore, he could understand the client’s goals of wanting to do both. There was some concern from the student clients that they could be influenced unnecessarily by the suggestions from a Caucasian male counselor. The student clients reported that this could stem from the client viewing the counselor from her culture’s traditional male role (Paniagua, 1998).

How Students’ Future Practice With Culturally Diverse Clients Was Informed by Participation in a Role-Play

This section was divided into two questions. The first question was how the role-play informed the students’ future practice with culturally diverse clients. All of the student participants were asked this question, including the student observers. The second question asked the student counselors and student clients how prepared they felt to work with culturally diverse clients after participation in the role-play.

How Role-Play Informed Future Practice

Each group of participants, the student counselors, the student clients, and the student observers, were asked how participation in the role-play experience informed their future practice. Several themes emerged from all three groups. The students all described an increase in cultural awareness, a result that is supported in the literature (Arthur & Achenbach, 2002; Tromski & Doston, 2003). The groups of participants also discussed that the role-play experience was helpful in that it informed them of their need to learn in order to practice effectively with future culturally diverse clients (Roysircar et
al., 2003). Through their participation in the role-play, the students reported that they learned what they knew and how much they still did not know (Luff, 2003; Shaw, 2004).

**Preparation to Work With Culturally Diverse Clients**

There were mixed discussions from the student counselors and student clients regarding how prepared they felt to work with culturally diverse clients. The student clients reported that their participation in the role-play and the cultural and personal awareness that they gained helped them feel more prepared to work with culturally diverse clients (Constantine, 2001; Hubbell & Gard, 2003). The student clients also expressed, however, that they were still inexperienced. The role-play experience showed them that they needed to learn more before feeling completely prepared to work with culturally diverse clients. The student counselors echoed feeling inexperienced at present and needing to learn more before they would feel comfortable working with culturally diverse clients.

**How the Pedagogy of Multicultural Training Was Informed by the Exploration of Master’s Students’ Role-Play Experiences**

In the final theme, the researcher was interested in discovering how the pedagogy of multicultural training could be informed from the student counselors and student clients’ role-play experiences. The student counselors and student clients were asked two questions to help determine this information. The first question simply asked the students how the multicultural information presented during their multicultural course informed their roles during the role-play. The second question asked the students to describe any specific pieces of cultural information they used.
How Multicultural Information Informed Role-Play Role

The student counselors and student clients reported that multicultural information presented in their multicultural course educated them about their roles in the role-play and increased their cultural awareness. The students described the course information as including the assigned readings, multicultural counseling videos shown in class, and class discussions. The student counselors stated that the multicultural counseling video shown in class offered one model of how to counsel a Hispanic, Mexican, client. Although the video was helpful, the student counselors reported that it was the chance to apply the information personally, during the role-play, that carried the most meaning (Beard et al., 1995; Herremans & Murch, 2003). The student counselors reported that the multicultural information from their course aided their understanding and helped them gain insight into potential issues of the role-play client.

Culture Specific Information Used

The student counselors and student clients reported that the most useful culture specific information was the information that directly related to the issues presented in the role-play scenario. The student counselors and student clients stated that family role and gender role information was of great assistance for both of their roles during the role-play. Information regarding how the Puerto Rican culture views kinship was also described as helpful. The student counselors added that it was useful to have knowledge of acculturation and how to assess levels of acculturation. The information allowed the student counselors to work more accurately with the student client and her presenting issues.
The pedagogy of multicultural training was informed in several ways from the discussion of these two questions. It was evident that the student counselors and student clients found the course readings helpful in providing background information. However, it was the multicultural counseling videos and role-plays conducted in class that offered students a chance to see the application of the readings. The student participants reported that it facilitated their understanding of the material and offered guidelines on how to begin to structure their roles in the role-play process. Student counselors and student clients reported that without the chance to see the multicultural information applied through either videos or role-plays, it was difficult to see the pertinence of the information (Brislin, 1997).

Unique Themes

Several thematic areas emerged from the discussions of the student participants that were unique. The first thematic area concerned language awareness. The role-play script stated that the client was bi-lingual and could talk in both English and Spanish. No questions were posed to the student participants about this. However, one student counselor asked the student client if she would prefer speaking in Spanish or English. The student client chose English and then discussed this further during the IPR process and during her individual interview. During the IPR process, the student client shared that she felt frustrated when the student counselor asked about language preference. The student client reported during the IPR that because she is not able to speak Spanish, she had not considered that as a possibility. During her interview, the student client described wishing she could offer to speak with culturally diverse clients in their language of
choice. She reported that the role-play would have changed if the client had been able to speak in Spanish instead of English. The student client was struck with the insight of the importance of choice regarding language usage to a client whose first language may not be English.

The second thematic area that emerged concerned the use of the observer checklist. The observer checklist was created by the researcher for the use of the student observers while they watched the role-play process. Each of the four groups of student observers commented on the usefulness and helpfulness of the observer checklist. They reported that the checklist could have acted as a guide for the student counselors during the role-play. The student observers discussed that the student counselors may not have been as nervous if they could have looked at the key cultural points from the checklist while they worked with the student clients. From the student observers’ commentary, the checklist appeared to offer easy access to important cultural points that the student participants might not have known. This was an interesting observation as the checklist was directly derived from the reading assignments of the student participants’ multicultural course.

Additionally, several thematic areas were discovered for both student counselors and student clients between role-play groups. A symbiotic relationship was found between student counselors and student clients during the IPR process. The student counselors reported that their goal was to create a connection with the student clients. The student clients reported feeling comfortable and connected with their student counselors. The student clients’ reports suggest that the student counselors were
successful in their goal. Student clients across groups reported feeling isolated and homesick. In a display of empathy, the student counselors across groups reported feelings of loneliness.

It was important for all groups during the IPR process to clarify the meanings of things said during the role-play, particularly in connection with the use of cultural information. The symbiosis between the student counselors and student clients supported the overarching theme between groups of the genuineness of the role-play experience. Despite feelings of nervousness and inexperience between role-play groups, the student counselors and student clients stated that the role-play experience increased their cultural awareness and was helpful in showing them what they still have to learn.

Implications for the Counseling Field

Research supported the use of role-plays in multicultural training (D’Andrea et al., 1991; Tromski & Doston, 2003). Research stated that participation in role-plays offered students a chance to develop multicultural competence and skill (Constantine, 2001; Delgado-Romero, 2001; Hubbell & Gard, 2003). The results from this research study supported the research findings. Student participants in the student counselor and student client roles reported that their participation in the role-play experience was positive and helpful. Therefore, the first implication adds support to research that a practice component, like a role-play process, needs to be included in counseling course work, especially multicultural training. Student participants stated that the role-play process showed them how to integrate the information they learned from class and apply it to an actual practice counseling situation. The student counselors and student clients
reported this at a deeper level than the student observers who felt disconnected from the role-play process in their role.

*Implications for Counseling Pedagogy*

Several implications for counseling pedagogy were found. Student counselors and student clients emphasized the important opportunity the role-play presented for integration of class and reading material. The student counselors and student clients experienced deeper awareness from this integration at personal and professional levels. On a personal level, the students discussed how the use of multicultural information helped them gain new insight into their cultural values and opinions. Professionally, students reported heightened concern when preparing to work with culturally diverse clients because of the integration of the material into practice. The students were mindful of challenges such as portraying multicultural empathy that faced any counselors working with culturally diverse clients. These findings suggest that direct participation in a multicultural role-play is a key element for the academic and professional success of counseling students because of the fundamental level of learning that is achieved.

A second implication for counseling pedagogy was related to how the student participants experienced their roles in the role-play process. An exploration of the thematic areas that emerged during the IPR and individual interviews suggested a difference in how the student participants approached their roles in the role-play process. During the IPR process and individual interviews, student counselors appeared to be more process-oriented regarding cognitive aspects of the role-play process. Student counselors focused on the mechanics of being a multicultural counselor and how that
differed from just a counselor. They questioned the counseling process that occurred with the student client, wondering if they had used the correct counseling and multicultural techniques. They were concerned about successfully displaying “multicultural empathy” toward the student clients. The student counselors reported that their role as student counselor highlighted their inexperience with counseling and multicultural counseling. Their participation showed them the importance of having a solid foundation of cultural knowledge (Delgado-Romero, 2001; Roysircar et al., 2003) which they still had to learn. The participants in the student client roles agreed with this; however, their primary focus appeared to be on a different level.

The student clients showed a primary focus on affect throughout the IPR process and their individual interviews. The student clients stated that they formed a strong connection with the client role they portrayed. They reported surprise that they experienced genuine emotions in their client role during the role-play process. The student clients discussed the amount of cultural sensitivity and awareness as well as personal awareness that was highlighted through their participation in a culturally different client role (Cushner & Brislin, 1997; Watkins & Butler, 1999). Their participation showed them the difficulty in truly understanding another person’s experiences, especially when that person is from a different culture. The student clients reported that without that understanding, it would be challenging to feel “multicultural empathy” during the counseling session. They also reported increased respect and awareness of the challenges facing clients from minority cultures (Arthur & Achenbach, 2002).
The student counselors reported that their experience participating in a counselor role during the role-play process helped them learn primarily on a cognitive level. The student clients reported that their experience participating in a culturally different client role helped them learn on an affective, personal level. The second implication from this is on a pedagogical level of multicultural training. The different levels of experience from the student counselors and student clients should be taken into consideration when planning a multicultural role-play experience. It is suggested that the primary focus of the training should be considered before assigning counseling students roles in the role-play. The assignment of the counselor role could increase counseling students’ cognitive learning or their affective learning could be increased through the assignment of the client role.

**Implications for Counseling Curriculum Design**

Implications for counseling curriculum design are offered. The implications for the field of counseling and for counseling pedagogy established that the inclusion of a multicultural role-play is important on several levels. It offers students a safe place to practice developing skills and challenges students to experience issues outside of their normal realm. The inclusion of the role-play provides students with a key for integrating and applying course material that the participants reported they could not obtain through other medium like videos or texts. Counseling programs could enhance the curriculum design to allow students to receive the maximum import from their multicultural training experience.
The curriculum design could be enhanced in several ways. Student counselors reported feeling nervous and anxious during the role-play process. The primary reason stated for that was a lack of basic counseling skills and techniques. They reported feeling overwhelmed when they realized that multicultural counseling was more than just memorizing basic facts about a culture’s history. Student clients reported relief that they were not in the role of student counselor for the same reasons. At present, the student participants in this study are able to take the multicultural counseling course at any time during their program. Because of this current design, the multicultural counseling course could be one of the first courses that students take in their program, as was the case for participants in this study.

The reported anxiety and nervousness could be lessened by allowing students an opportunity to develop basic counseling skills prior to taking the required multicultural counseling course. This could be accomplished through the setting of several course requirements that have to be completed before students would be allowed to register for the multicultural counseling course. Such requirements would include courses on basic counseling theory, counseling techniques, and psychopathology. Requirement of the theory and techniques courses would ensure that students started the multicultural counseling course with basic counseling knowledge. The requirement of a psychopathology course would allow students the opportunity to learn how to recognize general mental health issues before complicating cultural factors are added in during the multicultural counseling course. Student participants remarked on the difficulty of trying to decipher between mental health and cultural issues of the client role.
Limitations

Choudhuri (2003) listed several challenges to conducting qualitative multicultural research. The overall challenge that presented as an underlying limitation to this research was the nature of qualitative research itself. Choudhuri reported that methods are less clearly defined in qualitative research. Choudhuri suggested this was due to the inherent flexibility of qualitative research. Another piece of the nature of qualitative research is the search for thick and rich description from the experiences of the participants. This very quest, however, posed a second potential limitation. Choudhuri stated the possibility that participants may interpret the seeking of such answers as intrusive or even harmful.

A third limitation that may have been present in this research project was the concern of keeping the anonymity of the participants. Clandinin and Connelly (2000) agreed with this particular concern and limitation. They stated that the qualitative landscape the researcher is working with is constantly in flux. Because of this, it may prove challenging to assure complete anonymity for all participants, at all times. Choudhuri (2003) reported this is increasingly difficult when the sample size is small. When this is the case, even a few small, seemingly irrelevant details could be considered identifying participant information.

The monoculture present in the student counselor and student client groups was a fourth limitation to this study. There was not enough diversity within the multicultural course to allow for a balanced cultural selection of student counselors and student clients. The student counselors and student clients selected, therefore, were Caucasian. The monoculture of the two groups acted as a control during the analysis of the data.
A final limitation to this study concerned triangulation. Two forms of triangulation were used during this study. The student observers completed an observer checklist on the role-play process and each group of student observers was interviewed. During the interviews, the student observers were asked to comment on how they felt the student counselor and student client did during the role-play process. The questions answered by the student observers about the student counselor and student client directly related to the questions the student counselor and student client answered. The limitation was that the student observers were not asked to comment on all of the questions that the student counselor and student client were asked. This could have affected the strength of the triangulation provided by the student observer interviews.

Delimitations

Guba and Lincoln (1994) discussed what critics consider to be a large delimitation to any qualitative study, the generalizability of results. Guba and Lincoln described the importance of the generalizability of results for researchers from the positivistic or quantitative paradigm. It was thought that repetition of the original study leading to a duplication of results added validity and worth to the original study. That line of thought is not something that this researcher was able to endorse. It could not be said with confidence that the results of this qualitative research could be duplicated effectively and completely, whether in another multicultural course, in a different university program, or with a different role-play. This researcher explored the thick descriptions from the particular participants in this specific study and reflected on how the shared experiences
contributed a small piece of understanding to the multicultural development of master’s counseling students.

**Recommendations for Future Research**

There were several recommendations for future research concerning how master’s counseling students experience participation in multicultural role-plays. The recommendations included a discussion of the participants, expansion of an area of questioning, and inclusion of the checklist that was created for the observers’ use during this study. Each recommendation is explored and the importance of implementing each recommendation is discussed.

The first recommendation examined the different participant groups to be used in future studies. In the current research study, the active participants portrayed roles of student counselor and student client. The student observers were not considered active participants. Their role was to offer triangulation for the data that was collected from the student counselors and student clients. It is suggested that the student observers become active participants in future research. A discussion of the student observers’ experiences in the role-play process could then occur. From the current study, student observers reported feeling not connected to the role-play process. This theme of lack of connection could be explored with the inclusion of future student observers.

The student counselors and student clients in the current study were Caucasian. Future research could focus on diversifying the current monoculture present in the student counselor and student client groups. Participants of different cultures could be included in the student counselor and student client roles. Future research would,
however, need to ensure that there was sufficient representation of whichever cultures were included to help control factors in the study. Inclusion of different cultures would provide additional perspectives on how master’s students experience participation in a multicultural role-play. The themes that were generated during this study could be further expanded by this inclusion.

Future research could also consider adding male participants to the active roles of student counselor and student client. The current study intentionally chose only female student counselors to work with the female student clients. The inclusion of male participants in these roles would afford the opportunity to deepen the story of how master’s students experience participation in multicultural role-plays. Additionally, student counselors in the current study reported that working with a male client in the role-play process would not have changed their actions in the role-play process. The inclusion of male students in the client role would offer an opportunity to explore further this claim with the student counselors.

The second recommendation involved an expansion in an area of questioning of the student counselor and student client participants. The area of questioning is related to gender issues connected with the roles of student counselor and student client. The present study asked the student counselors to consider how their role would have been affected if the student client had been a Puerto Rican male instead of a female. The student clients were asked to consider how their role would have been different if the student counselor had been male. The student clients in this study qualified their responses based on the male student counselor’s ethnicity: Caucasian or Puerto Rican. A
future study would incorporate these questions. It would proceed to expand them by asking the student counselor’s opinion of how a male student counselor, Caucasian or Puerto Rican, would have affected the role-play process. The student clients would then be asked to consider how the role-play process would have differed if their role had been portrayed by a Puerto Rican male client. Discussion of these questions would contribute to the developing picture of how master’s counseling students are conceptualizing gender issues in relation to multicultural counseling.

The final recommendation for future research pertained to the observer checklist that was created for use during this study by the student observers. The student observers commented on the helpfulness of the checklist. The student observers suggested that the student counselors’ anxiety would have decreased if they had been allowed to use the checklist. Additionally, student observers thought the student counselors would have improved in their role as counselor through use of the checklist. This is an interesting observation as the observer checklist was created directly from the multicultural course material that was required reading for all of the student participants. Future research could incorporate an increased use of the observer checklist by allowing the student counselors to examine the checklist after completing the role-play process. Based on the story from the student counselors as to the potential usefulness of having access to such a checklist prior to the role-play process, another group of student counselors could then have the checklist as a tool for use during the role-play itself. The additional incorporation of the checklist would add further detail to the initial story suggested by the student observers in this study.
This research study examined the experiences of master’s students as they participated in a multicultural role-play process. Whereas the literature has supported the use of role-plays as a multicultural training technique (Alvarez & Miville, 2003; Heppner & O-Brien, 1994; Vazquez & Garcia-Vazquez, 2003), no specific information was found regarding how the role-play process was experienced. The goal of this study was to explore the experiences of students who played the role of student counselor or student client in a multicultural role-play based on a Puerto Rican, female client. Similar to the results of Watkins and Butler (1999), this study found that the participants in the student counselor and student client roles reported increased cultural awareness and sensitivity as well as exposure to different viewpoints. The findings of this study contributed detailed information, regarding the student counselors’ and student clients’ experiences in the role-play process, to the body of research supporting the use of multicultural role-plays in multicultural training.
APPENDIX A

Multicultural Counseling Course Syllabus
CHDS 6/77580: Multicultural Counseling
(3 Credit Hours) June 14 – July 14 4:30 – 8:20

Instructor: Dr. Marty Jencius
Office Telephone: 330-672-0699
Secretary Telephone: 330-672-2662
FAX: 330-672-2472
E-Mail Address: mjencius@kent.edu
Website: http://chdsw.educ.kent.edu/jencius/courses/mcc/index.html
Semester: Summer I - 2004
Office Hours: One hour before class and by appt.

KSU Graduate Catalogue Course Description

Seminar focused on information and sensitivities needed to work effectively with the culturally different. Consideration given to such issues as racism and cultural, institutional and political oppression.

Course Objectives

The objectives for this course include the following:

- understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities
- multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally
- attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities
- individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups
- counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
- theories of multicultural counseling, theories of identity development, and multicultural competencies (AMCD)
- ethical and legal considerations
- scholarly investigation of culturally different populations, which includes using the internet and other research methods
• advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. **II.K.1. Professional Identity: g.**

• counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills. **II.K.5. Helping Relationships: a**

• age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations. **II.K.7. Assessment: f.**

• the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in Community Counseling. **Community Counseling: A. 5**

• effective strategies for client advocacy in public policy and other matters of equity and accessibility. **Community Counseling: C. 6**

• the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in School Counseling. **School Counseling: A. 8**

**CACREP Standards**

• **II.K.1. Professional Identity: g.** advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

• **II.K.2. Social & Cultural Diversity: a.** multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.

• **II.K.2. Social & Cultural Diversity: b.** attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities.

• **II.K.2. Social & Cultural Diversity: c.** individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

• **II.K.2. Social & Cultural Diversity: d.** counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.

• **II.K.2. Social & Cultural Diversity: e.** theories of multicultural counseling, theories of identity development, and multicultural competencies.

• **II.K.2. Social & Cultural Diversity: f.** ethical and legal considerations.

• **II.K.5. Helping Relationships: a.** counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

• **II.K.7. Assessment: f.** age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations.

• **Community Counseling: A. 5** the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in Community Counseling:

• **Community Counseling: C. 6** effective strategies for client advocacy in public policy and other matters of equity and accessibility.
• **School Counseling: A. 8.** the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in School Counseling.

**Method of Course Delivery**

The method of course delivery will be experiential work in the classroom. Students will obtain a CD-ROM which contains all the classroom lectures and a majority of the film vignettes that they are responsible for reviewing before class. Class time will be spent in discussion and clarification as well as with skill-building exercises.

**Required Texts**


**Course Assignments**

**CD-ROM Supplement:**

Each student will be provided with a CD-ROM Supplement for use during the course. The supplement has material on it that augments the readings along with handouts and internet links. A separate video CD-ROM contains video segments that students are expected to watch and respond to reflective questions. The video CD-ROM will be returned to the instructor at the end of the course.

**Assignments:**

1. **Video Segments on CD-ROM:** Students are expected to watch video provided on CD-ROM in accordance with the syllabus schedule. Responses to the questions found on the CD-ROM should be BRIEF, thoughtful and well written. Responses should be handed in the week prior to the midterm and final. They should be typed and included in a manila folder with your name on it.

2. **Classroom Participation:** All students will be involved in classroom role-plays and experiential exercises. Included in this activity will be role-plays from McFadden, J. *Transcultural Vignettes*. (5 pts subtracted for tardy, leave early, 20 pts for absence).

**Participation:** Be prepared to actively participate in class discussions and activities. Participation is essential and will be evaluated in the following way (Excellence, Best Practice):

**Excellent** (30 pts) – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little.

**Satisfactory** (20 pts) – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
Minimally acceptable (15 pts) – Passive participation: present, awake, alert, attentive, but not actively involved.

Unsatisfactory (0 pts) – Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the discussion.

3. Midterm Exam: Multiple choice and short answer/essay based on assigned readings and content on the CD-ROM

4. Final Exam: Multiple choice and short answer/essay based on assigned readings and content on the CD-ROM and popular films shown in the course.

**Course Grading Policies**

**Assignment of grades:**
1. Video Segments (10 Pts each) x 10 = 100 pts
2. Classroom Participation = 30pts
3. Midterm = 85 pts
4. Final Exam = 85 pts
Total = 300 pts

300-270 will be a A (90%)
269-240 will be a B (80%)
239-210 will be a C (70%)
209-180 = D (60%)
Below 180 = F (below 60%)

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/14/2004</td>
<td>Review the course syllabus</td>
<td>Intro</td>
</tr>
<tr>
<td></td>
<td>Review contents of CD-ROM</td>
<td>L Intro &amp;</td>
</tr>
<tr>
<td></td>
<td>White privilege</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Multicultural Competencies</td>
<td>HM 1, 2,</td>
</tr>
<tr>
<td></td>
<td>Show “The Color of Fear”</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>II.K.2. Social &amp; Cultural Diversity: e</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>II.K.5. Helping Relationships:</td>
<td>HM 1</td>
</tr>
<tr>
<td></td>
<td>PP: 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H: Terms (3), Beliefs about my cultural group</td>
<td></td>
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<tr>
<td></td>
<td>PP: 2</td>
<td></td>
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<tr>
<td></td>
<td>H: Excellent summary of cultural information (scan)</td>
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<td></td>
<td>V: Vignette 1 Religious Identity</td>
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<tr>
<td></td>
<td>PP: 5 Culture Identity Models</td>
<td></td>
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<tr>
<td></td>
<td>H: Racial Identity Models, White privilege</td>
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<tr>
<td></td>
<td>V: Vignette 2 Disability, Career and Relationships</td>
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PP=Presentations; H=Handouts; V=Video clips
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/16/2004</td>
<td>Cultural Identity Models, Acculturation models, Stylistic Model, Hispanic clients, Demonstration of role play</td>
<td>Observer training HM 8, 11, 14 V: Pt1 Scene 1 Handout PP: 3 Bias in Testing HM 3, 5, 23 L 9, 10 L 4</td>
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<tr>
<td></td>
<td></td>
<td>V: Vignette 4 Culture and Language</td>
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<tr>
<td></td>
<td></td>
<td>PP: 10 Rituals PP: 6 Native American clients HM 3, 5, 23 V: Native American client</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H: Competencies (3), References PP: 8 Hispanic clients PP: 7 African-American</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H: Case Study Hispanic, V: Hispanic client</td>
</tr>
<tr>
<td>6/28/2004</td>
<td>Midterm Exam - African American clients</td>
<td>L 2 Handout HM 6, 15, 19 Bring in Video Questions/Answers for all video up to this point</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H: Case study AA V: African-American client</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>6/30/2004</td>
<td>Asian/Pacific Islander clients</td>
<td>L 5, 6, 7, 8, 8, HM 7</td>
</tr>
<tr>
<td></td>
<td>II.K.2. Social &amp; Cultural Diversity: a, b, c</td>
<td>PP: 9 Asian clients</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H: Case Study Asian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V: Pt1 Scene 2;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V: Pt2 Scene 3</td>
</tr>
<tr>
<td>7/5/2004</td>
<td>Holiday --- No class</td>
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</tr>
<tr>
<td>7/7/2004</td>
<td>Diversity in public settings: school and community</td>
<td>Chapter from Pedersen book (handout)</td>
</tr>
<tr>
<td></td>
<td>Gay &amp; Lesbian clients</td>
<td></td>
</tr>
<tr>
<td></td>
<td>II.K.2. Social &amp; Cultural Diversity: a, b, c</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Counseling: A. 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Counseling: A. 8</td>
<td></td>
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<tr>
<td>7/12/2004</td>
<td>Appalachian Culture</td>
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<td></td>
<td>Religious Diversity</td>
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<td></td>
<td>Global Perspectives and International Counseling</td>
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<tr>
<td></td>
<td></td>
<td>L 3, 11, 12, HM 9, 10, 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bring in remaining video questions/answers</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Wednesday</td>
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<tr>
<td></td>
<td>July 14th 4:30 to 8:20 PM</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Instructor Notes**

**CHDS PROGRAM STATEMENT OF EXPECTATIONS**

The Kent State University Counselor Education Program is charged with the task of preparing individuals to become professional counselors in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The Kent State University Counselor Education Program attempts to establish a learning community where students can develop professionally. We do this by providing an environment in which students' rights and responsibilities are respected and by respecting the dignity and worth of each student.

A student's progress in the program may, however, be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training related requirement for self or others. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and personal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate
feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

**Disability Statement**

Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services (SDS) in the Michael Schwartz Student Services Center, (330) 672-3391.

**Registration Information**

University policy requires students to be registered in order to attend classes. Anyone who is not officially enrolled by the second week of classes (or registration deadline for summer classes) is not eligible for course credit or a grade in the class. Students may not enroll in a class after the registration period unless there is documented proof of University error.
APPENDIX B

Demographic Form
Demographic Form

To help the researcher gather basic information about your education and training please respond to the following: *(Note: All information will be kept confidential.)*

Name: __________________________________________

Age: __________________________________________

Gender: __________________________________________

Race: __________________________________________

Ethnicity: __________________________________________

Educational Degrees Held: __________________________________________

_________________________________________________________________

In which Master’s counseling program are you currently enrolled? *(Please check one)*

___ Community  ___ School

Please circle completed courses on attached program course lists

Have you had any prior multicultural training or experiences? *(Please check one)*

___ Yes  ___ No

If Yes, please describe: __________________________________________

_________________________________________________________________

Have you participated in role-plays in other courses? *(Please check one)*

___ Yes  ___ No

If Yes, please describe: __________________________________________

_________________________________________________________________
Community Counseling Course List

Please circle which courses you have completed:

- CHDS 6/77663 Community Counseling
- CHDS 6/77530 Introduction to Counseling
- CHDS 6/77531 Individual Counseling Procedures
- EDUC 65523 Life Span Development
- CHDS 6/78130 Psychopathology for Counselors
- CHDS 6/77820 Group Work: Theory and Techniques
- CHDS 6/77580 Multicultural Counseling
- CHDS 6/78182 Career Development and Guidance
- CHDS 6/78126 Principles of Measurement & Appraisal
- EDUC 65511 Research in Educational Services
- CHDS 6/77636 Practicum I: Community Counseling
- CHDS 6/77628 Diagnosis in Counseling
- CHDS 6/77637 Practicum II: Community Counseling
- CHDS 6/78128 Individual Appraisal of Personality, Interest and Motivation
- CHDS 77692 Internship in Community Counseling
- CHDS 6/78538 Advanced Multicultural Counseling
- CHDS 6/77665 Substance Abuse Counseling
- CHDS 6/78529 Couples Therapy: Theory & Techniques
- CHDS 6/78533 Family Therapy: Theory & Techniques
- CHDS 6/78066 Counseling Adolescents
- CHDS 6/78067 Counseling Children
- CHDS 88166 Advanced Counseling Theories
- CHDS 6/78181 Gestalt Therapy
- CHDS 88167 Advanced Counseling Procedures
- CHDS 87571 Advanced Individual Counseling Practicum
- CHDS 6/78536 Practicum in Marriage and Family Therapy
- CHDS 6/77836 Small Group Practicum
School Counseling Course List

Please circle which courses you have completed:

CHDS 6/78069 Orientation to School Counseling
CHDS 6/77530 Introduction to Counseling
CHDS 6/77531 Individual Counseling Procedures
CHDS 6/77820 Group Work: Theory and Techniques
EDUC 65523 Life Span Development
CHDS 6/78011 Guidance and Pupil Services
CHDS 6/77580 Multicultural Counseling
CHDS 6/78182 Career Development and Guidance
CHDS 6/78126 Principles of Measurement & Appraisal
EDUC 65511 Research in Educational Services
CHDS 6/78066 Counseling Adolescents
CHDS 6/78067 Counseling Children
CHDS 6/78068 Developmental Guidance and Affective Education
CHDS 6/78036 School Counseling Practicum
CHDS 78092 Internship in School Counseling
APPENDIX C

Observer Checklist
Observer Checklist

Which strategies did the student counselor use to counsel the student client during the role-play you just watched? Check your observations on the list below.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explored the client’s sense of cultural identity</td>
<td></td>
</tr>
<tr>
<td>Addressed possible cultural identity conflicts by being a United States citizen but with Puerto Rican parents</td>
<td></td>
</tr>
<tr>
<td>Explored the level of acculturation with client and family of origin</td>
<td></td>
</tr>
<tr>
<td>Explored possible generational issues with client and family of origin</td>
<td></td>
</tr>
<tr>
<td>Explored possible socio-economic issues with client and family of origin</td>
<td></td>
</tr>
<tr>
<td>Asked client if she prefers communicating in Spanish or English</td>
<td></td>
</tr>
<tr>
<td>Explored language usage in client’s family of origin</td>
<td></td>
</tr>
<tr>
<td>Explored issue of <em>familismo</em>: discussed how client views/values family</td>
<td></td>
</tr>
<tr>
<td>Explored sources of support for client, i.e. family, relatives</td>
<td></td>
</tr>
<tr>
<td>Explored the role of the extended family</td>
<td></td>
</tr>
<tr>
<td>Discussed spiritualismo with client, if spirituality is support for client</td>
<td></td>
</tr>
<tr>
<td>Explored client’s gender role orientation, how client views concepts of marianismo/machismo in family</td>
<td></td>
</tr>
<tr>
<td>Discussed how family gender role orientation is currently affecting client</td>
<td></td>
</tr>
<tr>
<td>Explored with client how family views client’s career choice in connection with gender role orientation</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Items on the checklist were developed from information found in Arredondo and Perez (2003) and Locke (1998).
APPENDIX D

Observer Training Checklist
Observer Training Checklist

Which strategies did the student counselor use to counsel the student client during the role-play you just watched? Check your observations on the list below.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked client if she prefers communicating in Spanish or English</td>
<td></td>
</tr>
<tr>
<td><em>Ex.: I am aware that you are bilingual, speaking both Spanish and English, which language would you prefer to use when we meet?</em></td>
<td></td>
</tr>
<tr>
<td>Explored the role of the extended family</td>
<td></td>
</tr>
<tr>
<td><em>Ex.: Have you consulted with your priest/minister, or friends of the family (often considered members of the extended family)</em></td>
<td></td>
</tr>
<tr>
<td>Explored the level of acculturation with the client and the family of origin</td>
<td></td>
</tr>
<tr>
<td><em>Ex.: What does your family think about the current culture of American society? What role does Puerto Rican culture play in the family?</em></td>
<td></td>
</tr>
<tr>
<td>Explored the client’s sense of cultural identity</td>
<td></td>
</tr>
<tr>
<td><em>Ex.: If you were asked to check off a culture that you felt the most comfortable in, what would it be?</em></td>
<td></td>
</tr>
<tr>
<td>Addressed possible cultural identity conflicts by being a United States citizen but with Puerto Rican parents</td>
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<tr>
<td><em>Ex.: I am aware that your parents were born in Puerto Rico but you are a citizen of the U.S. I wonder how you have experienced this?</em></td>
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<tr>
<td>Explored possible generational issues with client and family of origin</td>
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<tr>
<td><em>Ex.: Tell me about your family. Who decided to come to the States from Puerto Rico? Do family members have different opinions/beliefs based on where they were born and raised? How does that influence you?</em></td>
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<tr>
<td>Explored possible socio-economic issues with client and family of origin</td>
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<tr>
<td><em>Ex.: Does your family have any financial stressors? What role does that play with you pursuing your education?</em></td>
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<tr>
<th>Explored language usage in client’s family of origin</th>
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<tr>
<td><em>Ex.: Tell me about which languages are spoken at home? What languages were spoken when you were growing up?</em></td>
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<tr>
<th>Explored issue of <em>familismo</em>: discussed how client views/values family</th>
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<tr>
<td><em>Ex.: How important is family? What role does family play in your life?</em></td>
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<tr>
<th>Explored sources of support for client, i.e. family, relatives</th>
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<tr>
<td><em>Ex.: Who do you feel supports you? How much support do you feel your family gives you?</em></td>
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<tr>
<th>Discussed spiritualismo with client, if spirituality is support for client</th>
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<tr>
<td><em>Ex.: You mentioned that your faith or spirituality is a support for you, tell me more about that.</em></td>
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<tr>
<th>Explored client’s gender role orientation, how client views concepts of marianismo/machismo in family</th>
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<tr>
<td><em>Ex.: How were jobs divided up in your family? Did everyone have the same rules to follow? Were family members treated differently if they were male or female?</em></td>
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<tr>
<th>Discussed how family gender role orientation is currently affecting client</th>
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<tr>
<td><em>Ex.: Describe for me what a woman’s role is, a man’s role. Do you believe that men and women are equal in all things? In careers/jobs?</em></td>
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<tr>
<th>Explored with client how family views client’s career choice in connection with gender role orientation</th>
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<tr>
<td><em>Ex.: What does your family think about your career? Does your career fit with what your family would think is an appropriate job for a woman?</em></td>
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*Note.* Items on the checklist were developed from information found in Arredondo and Perez (2003) and Locke (1998).
APPENDIX E

Role-Play
Role-Play

The following role-play is based on the vignette “Challenging the Comfort Zone” found in *Transcultural Vignettes* by McFadden (2000).

BioData: Maria Garcia: 19-year-old female, first generation Puerto Rican American, was born here in the United States, college student, low socioeconomic status, bilingual (Spanish and English)

Background: Maria is coming to counseling for problems with her family and her career goals. She has moved five hours (385 miles) away from her family to go to college. Maria’s family moved between Puerto Rico and Cleveland frequently when Maria was in primary and middle school. Due to language difficulties and the frequent moves, Maria was held back a grade in school, several times. She worked hard in high school to catch up with her peers and get excellent grades. Because of her efforts in high school, Maria was awarded an academic scholarship to college. Her family is heavily placing pressure on her for having moved so far away and for pursuing higher education and a non-traditional career. Maria has chosen to major in chemistry and would like to become a chemist. Maria’s mother believes Maria should fulfill her family duties by finding a husband. Maria is also having trouble making friends because everyone at school seems so different from her. Less than 1% of the college population is Hispanic.
Dilemma: Maria has completed the intake process with the counseling staff prior to being assigned to the counselor. Maria is now coming in for her first session with the counselor. The counselor wants to establish a fairly open, trusting relationship with Maria. The counselor wants to help Maria define the problems she wants to work on in counseling but the session gets stuck. Maria keeps focusing on her family. She reports they are telling her to move back to Cleveland if she is feeling so miserable. Maria has not found any friends like she had in Cleveland who were also Puerto Rican Americans. She expressed a desire to give up her educational and career plans so she can be happy, comfortable, and feel supported again.
APPENDIX F

Kent State University Institutional Review Board Approval
Good Morning, Ms. Clarrice Rapisarda!
I have received your Application for Approval to Use Human Research Participants [IRB Log # 04-494 "The Experiences of Masters' Students' Participation in a Hispanic, Non-Pathological Role-Play"]'). It has been approved as a Level I project; you may begin at any time. Thank you for the submission. Could you please make a change on the consent form: remove "Dr. Rathindra Bose, Vice President for Research and Dean of Graduate Studies" and replace it with "Dr. John L. West, Vice President for Research and Dean of Graduate Studies". Please send a copy of the corrected consent form on department letterhead to: Katherine Light, RAGS, Auditorium Bldg. Thanks!
Katherine

Katherine Light
Research Subjects Administrator
APPENDIX G

Research Instructions
Research Instructions

General Instructions

Hello, my name is Clarrice Rapisarda. I am in the Counseling and Human Development Services doctoral program here at Kent State University. I am presently working on my doctoral dissertation in the area of multicultural development. I am here tonight to ask for your help and participation with this research. What I would like to do in the next three classes is ask you to participate in a role-play. What I would like to discover through your participation in a role-play is what your experience was like during the process of the role-play. There will be no grade associated with your participation. There is also no penalty if you should choose not to participate. If you choose to participate, your information will be kept confidential throughout the entire process.

What will happen is that all who choose to participate will first be asked to sign a form stating that you formally agree to participate. All involvement needs to be audio taped for the purposes of transcription for my research. If you are in agreement with this, there is an audio tape consent form to be signed. You will then complete a demographic information sheet. I will use this information only to provide general statistics about the range of people that were involved in the research. I will pass these all out once I have explained the process. Next class you will be assigned to one of three groups: counselor, client, or observer. Those who have been assigned to the roles of counselor and client will be given a role-play scenario to use as a guide for the role-play process. There will
be a total of four role-play groups that include the student counselor, the student client, and two observers. The role-play will be conducted with two groups during class time next Monday and two groups during class time next Wednesday. Each role-play group will move to a separate room for the duration of the role-play process. In this way, each group will have their own space and quiet in order to concentrate on the role-play process.

After the role-play has finished, approximately 15 minutes, I will ask the observers to leave the room and return at a designated time. I will interview everyone. All of you who were observers will be interviewed in a group. Those of you who played student counselors or student clients will first participate in a process called interpersonal process recall wherein we will review the audiotape of the role-play that you just completed. The interpersonal process recall will be audio taped. I will give more detailed instructions about this process later. After the interpersonal process recall, each of you who were in the role of student counselor or student client will be individually interviewed. All of the interviews will be audio taped. The tapes will only be used to help me transcribe what was discussed during each interview. I will not use any identifying information from the interviews in the actual transcript that I produce. The tapes will be kept in a secure location for the duration of my research and then I will destroy them. Are there any questions?

This is the plan for the research I am hoping to conduct with you in the next few classes. I will now pass out the consent to participate form. This form contains information that you understand what will be involved in the research that I described and
that you voluntarily agree to participate. In order for you to participate, you need to read and sign this form and then pass it in. You do not need to complete a form if you do not wish to participate. The second form I will pass out is the consent to have your participation in this research, including the role-play process and interviews, audio taped. By signing this form, you are stating that you agree and are willing to have your participation audio taped for the purposes of this research.

Thank you for participating. Now that I have collected all of the consent to participate and consent for audio taping forms, I will pass out the demographic forms. Please complete the information asked. Let me know if there are any questions.

On the second night of class: First I will randomly assign the four students who will play the roles of student counselors and the four students who will play the roles of student clients. The students that will be in the roles of student counselors and student clients will now please step out into the hall. As you leave, please take a copy of the role-play that will be used for this research and read it over while you are waiting for me to join you.

Student Observers

Everyone in the room right now will be observers. You have been placed into groups of two or three and as a group you will each monitor or watch one role-play. I am passing out an observer checklist. Please use this checklist to help you monitor behaviors as you watch the role-play. Simply check off behaviors that appear on the observer checklist if and when you observe the counselor performing that behavior. The first checklist I am passing out includes examples of some of the behaviors that you might
observe when watching the role-play. Let us take a few moments to go through each of
the items on the checklist and the examples. Are there any questions about what sort of
information you will be asked to look for on the observer checklist? On the night of class
when you will be in your role, I will pass out observer checklists that do not include
examples of the checklists. These are the sheets that you will use for your observation.

The student client will be playing the role of a Puerto Rican female client. You
may want to review the information that you have learned from class about working with
Hispanic and Puerto Rican clients in counseling. This information can be found in your
Harper and McFadden book, *Culture and Counseling*, in Chapter 8, starting on page 115;
and in your Locke book, in Chapter 10, starting on page 167.

For the third and fourth nights of class:

*Student Clients*

As you can see in the role-play scenario, the student counselor will be working
with a female, Puerto Rican client. To ensure that we all understand the role-play let us
take a moment to read it together. I would now like to speak with the students who will
be playing the student client roles first. If you were selected to play the student counselor
roles, please wait inside the class, but do not talk about the role-play scenario with the
students who are observers in the classroom. While you are waiting to play your role of
student counselor, you may wish to review the information that you have learned from
class about working with Hispanic and Puerto Rican clients in counseling. This
information can be found in your Harper and McFadden book, *Culture and Counseling,*
in Chapter 8, starting on page 115; and in your Locke book, in Chapter 10, starting on page 167. Thank you for your patience, and I will be in to talk with you shortly.

You will be playing the role of Maria Garcia, as a student client. For the purpose of this role-play, we will assume that the intake process has already been completed. I would like for you to try and imagine yourselves in the role of Maria. Waiting out in the hall here is similar to waiting in a waiting room in the counseling center until it is time for your appointment. As Maria, I wonder what you might be thinking, feeling, or wondering about as you wait for your first counseling appointment with your new counselor. Are there any questions?

To assist you in preparing for this role, you may wish to review the information that you have learned from class about working with Hispanic and Puerto Rican clients in counseling. This information can be found in your Harper and McFadden book, *Culture and Counseling*, in Chapter 8, starting on page 115; and in your Locke book, in Chapter 10, starting on page 167. I will go talk with the counselor and observers now and assign them to their room. When I am finished with them, I will come back out and tell you which room you will go to for the role-play. Thank you for your patience.

*Student Counselors*

We have read the role-play scenario together, and you have had a chance to review the information from your books about counseling Hispanic and Puerto Rican clients. To clarify, the student client, Maria, has already completed an intake. She is now waiting to meet with you for her first counseling session. Your goal is to address the
various items described under the *dilemma* section of the role-play. Are there any
questions?

Now, I will assign you and the observer group to the separate room for the role-
play. Counselor, feel free to adjust the chairs/desks in the rooms to make what you would
consider to be a suitable setting for counseling. Observers, please place yourselves off to
one side so that you are close enough to hear and observe what is occurring in the role-
play without being intrusive. When you are set up, I will send the student counselor into
the room. At the completion of the role-play, observers please return at the designated
time. If everything is clear, then let’s begin.

*Interpersonal Process Recall*

Thank you for your participation in this role-play. I would like to ask the students
who were observers to return back to the main classroom. Those of you, who played the
student counselor and student client, please stay here. We are now going to conduct a
mutual interpersonal process recall with the audiotape of the role-play that you just
concluded. What will happen is the three of us will listen to the audiotape of the role-
play. As we listen to the tape, I want and encourage you both to feel free to stop the tape
at any part for discussion. This is not a critique of how well the role-play session went.
Rather, this is an opportunity for both of you to listen and reflect on what you are hearing
from the role-play. These reflections can be about any part of the role-play, connected
with either the counselor or client roles, or with the role-play process in general. Please
feel free to stop the audiotape at that point and share your reflections with us. This will
last about thirty minutes. My job will be to listen and encourage your reflections, and
perhaps facilitate the discussion with some general process questions. Are there any questions about how this mutual interpersonal process recall will work? Then let’s begin.
APPENDIX H

Consent to Participate
Consent to Participate

Consent Form: The Experiences of Master’s Students Participation in a Hispanic, Non-pathological Role-play: A Qualitative Dissertation

I want to explore the experiences of Master’s students who have participated in a multicultural role-play. I want to do this because I am interested in helping counseling students increase their level of multicultural development. I would like you to take part in this project. If you decide to do this, you will be asked to complete a demographic form, and then take part in a role-play in one of the following roles: student counselor, student client, or student observer. You will also be asked to participate in either a group or individual interview. The interviews will be audio taped in order to allow me to review the information. There is a separate consent form for the audio release.

Any information I collect from you will be kept confidential. You will be assigned a code and referred to as that code with all information pertaining to the project. All information will be kept in 310 Whitehall in a secured location.

If you take part in this project, you will have the opportunity to further develop your multicultural skills as you participate in a multicultural role-play experience. Taking part in this project is entirely up to you, and no one will hold it against you if you decide not to do it. If you do take part, you may stop at any time.

If you want to know more about this research project, you may call Dr. Marty Jencius at 330-672-0699; Dr. Jason McGlothlin at 330-672-0716; or myself at 330-672-2662. The project has been approved by Kent State University. If you have questions about Kent State University’s rules for research, please call Dr. John L. West, Vice President for Research and Dean of Graduate Studies, 330-672-2851.

We will provide you with a copy of this consent form. If you agree to participate in this project, please sign the agreement form on the second page of this letter.

Sincerely,

Clarrice Rapisarda
Consent to Participate for: The Experiences of Master’s Students Participation in a Hispanic, Non-pathological Role-play: A Qualitative Dissertation

I agree to take part in this project. I know what I will have to do and that I can stop at any time. I understand that my identity and any identifying information from this study will be kept confidential by the researcher, Clarrice Rapisarda.

Signature

Date
APPENDIX I

Consent to Audio Tape
Consent to Audio Tape

Audio Tape Consent Form: The Experiences of Master’s Students Participation in a Hispanic, Non-pathological Role-play: A Qualitative Dissertation

I agree to audio taping at __________________ on ______________.

_______________________________                       _____________
Signature                                                                       Date

I have been told that I have the right to hear the audio tapes before they are used. I have decided that I:

_________ want to hear the tapes                ________ do not want to hear the tapes

Sign now below if you do not want to hear the tapes. If you want to hear the tapes, you will be asked to sign after hearing them.

Clarrice Rapisarda and Dr. Marty Jencius and other researchers approved by Kent State University ______ may ______ may not use the tapes made of me. The original tapes or copies may be used for:

___this research dissertation    ___dissertation defense meeting

_______________________________                       _____________
Signature                                                                       Date
APPENDIX J

Sample Transcript
R= Should we start the tape or did you guys already have comments you wanted to start talking about as far as what we just . . .

C and Ct= Why don’t you just start the tape . . .

R= Okay, feel free to stop it at any time.

(Tape playing)

C= Umm, o.k. I have a question. When you were talking about your mixed feelings what do you think that you were trying to get there, get to?

Ct= My mixed feelings were, meaning what were my mixed feelings?

C= Yeah.

Ct= My mixed feelings were that obviously I wanted to be in college because I was there and I had gotten this great scholarship and I wanted to be a chemist ummm, so I wanted that so badly. However, I wasn’t happy there for certain reasons, ummm, and my mixed feelings also were that I was away from my family, and I loved being with my family so much and so I was put . . . trying to put myself in a 19-year-old’s role, this role Maria,
and I think I would have terribly mixed feelings of, you know, between the school and
the family ummm and the fact that they don’t, my parents, don’t want me there but I want
to be there. And I think I don’t have any friends here and I’m missing my friends there so
I think I, if I was this girl, I would be feeling very, you know, having a lot of mixed
feelings, emotions and uh.
C= Okay, alright, I just wondered. I mean when I said, I noticed that I caught myself
when I heard that I said ‘and you’re having a hard time socially getting into some of the
groups at the university,’ what do you think I meant by that?
Ct= Yeah there’s umm, other groups, social groups, ummm, cultural groups, umm,
several kind of different groups.
C= Okay, did you take that as like maybe that was bad term to use? I don’t know. I
shouldn’t have said groups. Maybe if I had said instead there were problems like socially
getting involved . . .
Ct= I didn’t but . . .
C= Should I have said a better term?
R= Well no, this is between you two; this is exactly what this is about. How did it feel for
you as the client?
Ct= Well, correct me if I am wrong though, but my guess would be that . . .
C= Do you think that would be offensive?
Ct= Me, as Cindy, as Caucasian, no not at all, but maybe someone that was really
experienced in multicultural counseling, that’s why I was thinking that you (researcher)
could answer this better that that’s not appropriate or for you as Maria.
C= That’s what I’m wondering, like, how did it feel for you?

Ct= Fine. But again, I think some of it I can’t put myself in her shoes. Remember last week I was trying to figure that out in class? I would love more of the real, I could put myself in the 19-year-old position, being away from home, all that because I was 19, I was away from home, I was. But being the Puerto Rican would be the real hard part. Of course I’ve read about these things but that’s the hard part to say would I, just like in the film that guy was saying, “I don’t like to hear of color. I like to hear nonwhite.” Now that never crossed my mind, that I would, someone of color would feel that way and those are the sort of things that I don’t know because I am Caucasian, so.

C= Okay, I just wondered how that, how that affected you because when I said groups I think that I was trying, I wasn’t trying to say in any other form but I think maybe sometimes that will come across to someone and it’s like o.k. you’re putting me in a group already.

Ct= Well yeah.

C= I just kind of, no I just was thinking more like social groups like you know why, you know you’re 19-years-old, you know. Where is it that you want to fit in? What is it that you want to do here, you know?

Ct= See to me, I think with the question I didn’t feel that I could remember. I didn’t feel at all, I thought actually that was good. But again, I think from someone that’s, you know, nonwhite, they may feel totally different.

C= I just wondered. I wondered how that did feel.
Ct= And that’s so interesting about multicultural counseling is that we really need to learn that kind of stuff to be a good counselor.

C= Right, to identify better and not to use, you know, certain words or certain . . . ’cause, I mean, even during my readings, I mean, when I, obviously there’s not a how to counsel book, you know, but I mean, you know, I was just reading about the different spirituality and things like that. So that’s what I was trying to get to was like some of the, your religious beliefs, things like that. Seems like from the Hispanic culture that those family and religious beliefs and then, you know, as a woman, I wondered if you were going to be a woman or a man because as a woman, umm, you know, they’re looked at like they’re supposed to be home, they’re supposed to do the mother role, they’re supposed to handle things differently and kind of just, I don’t know.

Ct= Well the reason, when you asked me if I was really spiritual, I remember reading they’re catholic typically, so I said all that; but, because Maria deviated some from the traditional sort of woman, I was doing, playing that same role with her in her religious. I really wasn’t trying to make it hard for you, but Maria is stuck and she keeps going back to the family and trying to role-play it as closely. And I felt bad because I knew you were like, getting, like you said, a little frustrated, but I was trying to play this as much as possible.

C= Yeah, that was good, I just I guess I was trying to prepare at home. Is there anything else you wanted to say?

Ct= No.

C= Okay.
(Tape playing)

R= What are you thinking? I could see from your expression what are you thinking?
Let’s stop it for a second.

C= I mean, see, and it’s hard because maybe, if you were Puerto Rican, you would have a
little more of a background to it, but it’s like, o.k., be like a Puerto Rican woman should,
and I guess I don’t know what that means. I guess I should have been like, what does that
mean to be a Puerto Rican woman? What do you think about that?

Ct= Umm, just a lot of, just the traditional, such as I’m supposed to stay at home, get
married, have children, stay at home, umm care for the children. That’s supposed to be
my career so to speak, or my umm, and umm, you know stay with the family in close
proximity and just my everyday life and umm that’s how I visualize the, you know, just
from the little bit. I haven’t read a whole lot yet, but just from my readings that . . .

C= Is there anything else . . . that you would have wanted me to ask that I didn’t about
the family?

Ct= Not that I can think of no.

C= No? Okay. I’m just wondering. Because I thought, well maybe, there was another
aspect that I should have gone into with that situation to make it more helpful for you.

Ct= No, I thought, I thought you did a good job, no I think . . .

R= As María, did it feel like (the counselor) was hearing you when you talked about your
family?

Ct= Oh definitely, oh definitely, yeah.
C= Did it? ’Cause see, I asked you a couple different times, in a couple different ways I think, about the family and so, you know, I may have, you may have felt almost like you were having to repeat yourself. No? Okay well that’s fine. Did you have anything? I’m sorry, I was just wondering.

R= No, that’s what this is about.

(Tape playing)

C= Out of lots of like, what am I going to talk to you about, you kept saying that you were, like, isolated and you were frustrated and, like, I think a lot of that umm, I was trying to figure out what your isolation was. And so I’m like, maybe it’s because you speak Spanish and you have that code switching issue and so, like, maybe you’re having problems identifying with people because you can’t relate to them and the way that they’re talking. And that you even said, it said something due to the language difficulties and the frequent moves that you were held back several times, so I thought maybe the language was like a barrier for you. But I, that was almost like, is the language a barrier for you (laughing)? I don’t know. What do you think about it?

R= Umm how did it feel for you when the counselor asked about that?

Ct= In my mind I was just thinking, you know, you were role-playing and you were, and it’s easy to forget that you know you’re looking at me. I’m Caucasian, so I don’t necessarily speak Spanish, but I just figured you possibly forgot. I mean if she was looking at a Puerto Rican woman, she probably wouldn’t say, ‘Do you speak Spanish?’

R= Although it’s not necessarily that just because they’re Hispanic, they speak Spanish either because they may not.
Ct= I would probably have tend to not ask that question. And I think the isolation I was talking about was ’cause in here, it talked about how I have so many good friends in Cleveland that were Puerto Rican American and there’s only, like, 1% Puerto Rican Americans that’s living here so that’s what my isolation was about. That I, umm, felt, so, like such a minority. There’s only 1% of my native culture in that whole college so I would, as Maria, I think I would feel very isolated.

C= Okay I don’t think that I necessarily identified with that. Is there a way that you think that I could have then asked to dig a little deeper into that, do you know what I’m saying? Is there something I could have said to you that would have made you feel more welcoming to talk to me about it more? About this isolation for you as a Puerto Rican woman that is not being able to relate with other Puerto Ricans here because there is . . . ?

Ct= Probably if you had said just that you want to talk more about that isolation.

C= Okay.

Ct= It’s possible that I would have said more then about it.

C= Mmhmm, anything else?

R= Actually I think we are going to stop here, any final thoughts? Counselor, where did you envision the session kind of going from, for like the next session, if you were going to meet with Maria again?

C= Well I was trying to identify, because I know that one of her frustrations was that she wasn’t meeting people here and I thought well, if she was able to tap into some of the social resources here. ’Cause at the university, I mean, there are so many resources for you and a lot of people don’t know about half of them, you know. And so I guess, like
my point of view was, I was going to try and figure out some social aspects that you [client] were interested in, that drove you, that, you know, you would maybe want to take a look at a little bit further. And then we could try and find some involvement through that, and you know, find some diversity here. Find some, you know, Puerto Rican culture that you could invest yourself in so that you would feel more comfortable here, and you know, and not try to just push you into mainstream Caucasian America over here in the university you know? Try to get you some of your roots, as well as, if you wanted to, you know, also join some other groups or whatever. That’s fine too. That’s up to you.

Whatever you felt more comfortable with. I guess I was just trying to find out more about you ’cause it’s so hard. And what I felt was that you have to kind of talk with someone, you know, and listen at least for two or three sessions before you can actually start to figure out who this person is in front of you and to be able to identify with that person, you know, and relate, and for them to feel comfortable talking to you. Because the first two or three sessions, you know, what I’ve noticed, just from talking with children and teenagers, they don’t even, they don’t trust you whatsoever. You have to get to their level, you know, before they start to talk. And so, I guess you have to invest that time and energy and that’s what I tried to do. To figure out social interests, activities, or some other things to help you find your niche here, whatever that is.

R= What do you think, (client) about what (counselor) thought? How comfortable did she make you feel in the session?

Ct= Umm, oh, she made me feel very comfortable in the session. And I think that, because that, you know, if, if there’s, if I’m not able to connect with people because our
cultures are so different, well what’s the second best thing to connect? And that’s of
course, social, umm, stuff, you know, so social activities. And so I think that made an
awful lot of sense. The only thing I was thinking as a 19-year-old is ‘I’m feeling isolated
and have mixed feelings and emotions and missing my family and probably a little
depressed.’ So a lot of times, if you’re a little depressed, you don’t want to reach out and
do social activities. So as the counselor, maybe if I’m displaying this, what else could you
have asked me? Eventually, maybe get into, you know, just my, how I’m feeling sad and
try to you know . . .
C= Yeah.
Ct= Find out why I’m not, you know . . . Like I said, every university has tons of social
activities, so find out why aren’t I going into some of those or looking into some of those.
Probably, you know, I’m a bit depressed. I think you were on the right track. That’s how
I felt at least.
C= I imagine with time and experience too, those things come to you more, too, you
know?
Ct= Well you read those books and tried to . . .
C= Right, yeah.
R= All right, well here is what is going to happen next . . .
(End of IPR: Start of next interview)
REFERENCES


