

**Info 202 – Information Organization and Retrieval**  
**Final Design Project**  
**Interpretive Phenomenological Analysis (IPA)**

# INTERVIEW TRANSCRIPTS

## Participant 1

### **How is the Multiracial identity experience in counsellor education different from Monoracial identities?**

For me, multiracial identity creates a lot more layers and nuance which has led to insight, beauty, expression and more openness. The monoracial identity often places things in a context of binaries: therapist and patient; the privileged and the oppressed. However, being multiracial, there are so many layers (moving up and down and across-the spectrum) of what it means to be human that is outside of the binaries often created in monoracial curriculums. For example, I feel that I live in the world of getting white privilege (as my skin is white) and coming from ancestors who were oppressors (Spanish heritage), but I also have ancestors who were the oppressed in America, native American and growing up Latinx and Spanish speaking community in a very racist community. In the education experience it is often a binary-you are the privileged or the oppressed and entire topics are oriented about this divide. But it is much more complicated when one has both privilege and oppression woven into their lifetime and talking about that, untangling the shame of both privilege and being oppressed, is much more complicated. I often feel that is a different connection with people how come from multiracial backgrounds: to me it seems that we inhabit at least two worlds simultaneously (privilege and oppression) without belonging fully or wholly to either one. It can be confusing to sort through internally and of course, counsellor programs aren't always equipped to unpack that layered dialog and dilemma.

### **How were race, racism, and antiracism addressed within the University you attended?**

In my undergraduate experience it was not addressed at all. I don't know that it was ever discussed.

### **How were race, racism, and antiracism addressed within the counselling program you attended?**

It was addressed throughout the curriculum throughout my time at school. However, I don't know how much it was addressed in our clinical placements when I was actually working with people. A lot of emphasis on theory and activism but not much integration once working directly with people. However, as it relates to this topic I don't think there was ever any articles, case studies, etc. on anyone or any group who was biracial or multiracial and the unique experiences and challenges they face.

### **How were race, racism, and antiracism addressed within class discussions?**

Some teachers and classes went into great detail about our own inner race, racism and antiracism and then applying that to class discussions. Those discussions could be challenging, and some teachers did not navigate it well, making it hard for people to feel safe sharing. It was tough but I am glad they tried, and I feel that a lot of guidance on how this can be supported in class discussions would be very meaningful work.

### **What else you would like to share about race, racism, and antiracism in relation to counselling programs?**

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## **Participant 2**

### **How is the Multiracial identity experience in counsellor education different from Monoracial identities?**

I'm constantly waiting for a "wall" to go up. Interacting with peers by discussing ideas and concepts, I always thought group membership would be based on the willingness to share and explore. Yet, there always comes a point, usually indicated by subtle actions, where it becomes clear that membership is racially hierarchical. Often, this would play out by me making a statement, and where conversation had been readily flowing before, it would come to a screeching halt after I would speak.

### **How were race, racism, and antiracism addressed within the University you attended?**

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### **How were race, racism, and antiracism addressed within the counselling program you attended?**

Cultural competence was integrated into every class I took. At first, I found it irritating, but I was glad to have space made for cultural considerations. Ultimately, I felt that it expanded my own understanding of how foundational race/ethnicity is.

### **How were race, racism, and antiracism addressed within class discussions?**

As much time was devoted to presenting and making space for cultural considerations, it was surprising how resistant monoracial individuals appeared to be in exploring, and at times, acknowledging bias; particularly when given feedback from individuals that do not easily fit into binary categories. Instructors made room for discussion but being multiracial I felt marginalized; I had a sense that I was being misunderstood because I was hard to racially categorize. This created feelings of being an outsider, specifically that there was simply no way to connect with what I was saying because my racial identity was outside the scope of connecting with.

### **What else you would like to share about race, racism, and antiracism in relation to counselling programs?**

There seems to be understanding of the importance of acknowledging race, racism, and antiracism, but there doesn't seem to be a comprehensive plan of how to follow through with it. While it's well intended, it falls short. In my own experience that was often highlighted by feeling that I was on my

own confronting racism. Sometimes I was motivated to do it, but it felt like an uphill battle. Other times I just felt too exhausted by it; particularly if it seemed that people in a position to help were not going to be an ally in seeing it through to some kind of resolution.

## Participant 3

### **How is the Multiracial identity experience in counsellor education different from Monoracial identities?**

I don't think that multiracial identity was addressed or differentiated from others racial identities. I was viewed as black. I was never asked about the culture in my home or my identity development and how that was unique. I feel like they didn't know how to address bi-racial issues, and no one bothers to ask.

### **How were race, racism, and antiracism addressed within the University you attended?**

The university claimed to promote equality, but had racist practices, few minorities in leadership and faculty roles. I went to a PWU and often felt like I was an outsider.

### **How were race, racism, and antiracism addressed within the counselling program you attended?**

It was not really addressed. The multicultural class promoted stereotypes. Racism was ignored.

### **How were race, racism, and antiracism addressed within class discussions?**

It generally wasn't addressed. One or two conversations were had about race, but conversations about race were not addressed.

### **What else you would like to share about race, racism, and antiracism in relation to counselling programs?**

I think more damage is done by not addressing race, racism, antiracist practices and hoping these topics can be ignored. Students were ill prepared to enter the counselling field and deal with racism, bias, and advocating for antiracist practices. Ignoring these topics felt like a disservice and added to my feeling of being out of place in many ways. My experiences were not acknowledged at the school. Many attempts by students to take action against racism were shut down by using Scripture or overly intellectualized arguments.

## Participant 4

### **How is the Multiracial identity experience in counsellor education different from Monoracial identities?**

Learning about monoracial identities seems to provide general overview about counselling those races. This is mainly what the multicultural class provided. There seems to be room for exceptions from what is presented as typical, for example when a person feels othered because they do not present as stereotypical. We might learn about interracial couples and considerations for the variety of background. For Multicultural identities there is not a lot of time spent on this type of experience,

only is case consults did this type of subjective experience really get to shine and be considered. Conferring with multiracial classmates was important to parse out and share more considerations. But an overview of multiracial identity specifically, I cannot recall much about it being specifically taught.

**How were race, racism, and antiracism addressed within the University you attended?**

My university aims for a strong social justice and humanistic lens. Race and "multicultural competency" (not then termed multicultural humility) were a feature of each class's evaluation. Programs and newsletters of the school seem to attempt to bring in more racial diversity. I will discuss racism more specifically below.

**How were race, racism, and antiracism addressed within the counselling program you attended?**

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**How were race, racism, and antiracism addressed within class discussions?**

A practice that was meant to highlight racial considerations but was inherently racist was doing fishbowl sessions with students "acting" a race. Also, more than once a white classmate made a sweeping generalization that the class was all white people and I felt misread and offended. The students were open to my feedback but the multicultural microaggression still came to pass. We were all asked to do a deep dive into our racial and ethnic backgrounds. I was amazed to watch so many white people call themselves "white" without any further ethnic identification. My self-identification had always had the extra time spent clarifying my multiracial identity to accompany my passing race.

**What else you would like to share about race, racism, and antiracism in relation to counselling programs?**

NA

## **Participant 5**

**How is the Multiracial identity experience in counsellor education different from Monoracial identities?**

As a multiracial counsellor there are multiple layers and many instances of intersection (such as imposter syndrome) that monoracial counsellors do not have experience and sometimes struggle to understand.

**How were race, racism, and antiracism addressed within the University you attended?**

My university has been vocal about social issues regarding race. I think that stems from having a brown president who is also an immigrant.

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**How were race, racism, and antiracism addressed within class discussions?**

In most classes, issues of race are handled with the utmost care and respect for everyone's experiences. Professors make space for classmates to connect over shared experiences and opportunities for others to learn from different perspectives

**What else you would like to share about race, racism, and antiracism in relation to counselling programs?**

I think throughout my entire program I encountered 1 White professor who was not equipped or open to discussing antiracism. My Dean has done well to have a diverse staff in terms of race, age, SES, and field experience

## **Participant 6**

**How is the Multiracial identity experience in counsellor education different from Monoracial identities?**

For me it has been different because I am intrapersonally and interpersonally attuned to racialized experiences and language related to two specific minoritized groups (for example, I was hyperaware of nuances in discussions related to Black people and Asian people). This also helped me to have more empathy and understanding for other racially (and otherwise) minoritized groups. There was not much focus on multiracial population considerations, so I felt that was a gap that I noticed that others did not. Finally, because my racial identity does not include white, I experienced whiteness and white supremacy through a different lens than I would have if that had been part of my identity.

**How were race, racism, and antiracism addressed within the University you attended?**

The university and the department/program all promoted diversity as a value. None of them addressed antiracism (this was not how race was discussed back then). Issues related to race/racism seemed to mostly be addressed on a surface level and within the context of blatant acts vs ingrained systems.

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**What else you would like to share about race, racism, and antiracism in relation to counselling programs?**

I wish I had known then what I know now about race/racism and multiracial identity and racialized experiences. I do research now that is a part of my own healing process and to fill the gaps in counsellor education related to these topics.

## Participant 7

**How is the Multiracial identity experience in counsellor education different from Monoracial identities?**

I think sometimes we end up straddling two worlds and two perceptions with clients and other providers - I often feel not white enough, or discriminated against, but also not Brown enough either. In my counsellor education program, multiracial identity was never discussed, even in multicultural classes. Our learning was limited to a single ethnic group at a time.

**How were race, racism, and antiracism addressed within the University you attended?**

Not at all

**How were race, racism, and antiracism addressed within the counselling program you attended?**

One course covered the idea of race and racism, but anti-racism was not discussed at all. The learning was limited to historical understandings of racism and how it leads to current oppression, mostly of Black folks in the US, with little discussion of how this impacts our counselling work. There was no discussion of antiracist activism, and this discussion was limited to a single class.

**How were race, racism, and antiracism addressed within class discussions?**

Very poorly. We did things like "walks of privilege" which were stigmatizing to many folks and there was significant room to grow in a discussion of multiracial identity -it was limited to "this week we learn about Black people and what you need to know to counsel them" and on and on with different racial/ethnic/identity groups.

**What else you would like to share about race, racism, and antiracism in relation to counselling programs?**

Counselling programs need to do better at integrating an understanding of anti-oppressive stances into ALL of their courses, not just the CACREP required multicultural course. I feel that multiracial folks are often left out of the conversations as the classes I took were focused on understanding a single identity without any nuance

## Participant 8

**How is the Multiracial identity experience in counsellor education different from Monoracial identities?**

NA

**How were race, racism, and antiracism addressed within the University you attended?**

University at 10 it was a sort of justice university. Throughout the course is a took there were race, racism, and anti-racism address within the courses.

**How were race, racism, and antiracism addressed within the counselling program you attended?**

There was only one person of color professor/instructor, so most of the race issues teaching was from White professors and instructors.

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**What else you would like to share about race, racism, and antiracism in relation to counselling programs?**

I wish they were more textbooks that were written by person of color you're especially buy African Americans.

## Participant 9

**How is the Multiracial identity experience in counsellor education different from Monoracial identities?**

In my experience, it was no difference. My multiracial identities were honored and explored in my education.

**How were race, racism, and antiracism addressed within the University you attended?**

Inclusion of controversial and hard conversations within the cohort. It felt educational and it didn't put anyone "race" down, it was more like this is what happened, this is what's going on.. what and how can we learn from our history in moving forward. I think that fostered a lot of healing.



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**How were race, racism, and antiracism addressed within class discussions?**

Open discussions, not shying away from difficult conversations. Diversity courses and including this focus on curriculum.

**What else you would like to share about race, racism, and antiracism in relation to counselling programs?**

In my experience, addressing these issues are important and even though it is often difficult conversations to have it was important to have them in these spaces.