The Quick Discrimination Index (QDI)

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Dear QDI User:

Enclosed is the QDI, scoring directions, and the “Utilization Request Form” which must be carefully read, endorsed, and returned prior to QDI use. It is important to read the following six publications before using the QDI:

**Ponterotto, J G., Potere, J. C., & Johansen, S. A. (2002). The Quick Discrimination Index:**

**Normative Data and User Guidelines for Counseling Researchers. *Journal of Multicultural Counseling and Development, 30*, 192-207. (Should be read first.)**

**Ponterotto, J. G., Utsey, S. O., & Pedersen, P. B. (2006). *Preventing prejudice: A guide for counselors and educators* (2nd ed.). Thousand Oaks, CA: Sage (ISBN: 0-7619- 2818-9; in paperback; see sagepub.com, amazon.com, or barnesandnoble.com). (Should be read second.)**

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Burkard, A. W., Jones, J. A., & Johll, M. P. (2002). Hierarchical factor analysis of the Quick

 Discrimination Index. *Educational and Psychological Measurement, 62,* 64-78.

Green, R. G., Hamlin, H. Ogden, & Walters, K. (2004). Some normative data on mental health

 professionals’ attitudes about racial minorities and women. *Psychological Reports, 94,*

 485-494.

Ponterotto, J. G., Burkard, A., Rieger, B. P., Grieger, I., D’Onofrio, A., Dubuisson, A.,

 Heenehan, M., Millstein, B., Parisi, M., Rath, J. F., & Sax, G. (1995). Development and initial validation of the Quick Discrimination Index (QDI). *Educational and Psychological Measurement, 55*, 1016-1031

Utsey, S. O., & Ponterotto, J. G. (1999). Further factorial validity assessment of scores on the

Quick Discrimination Index (QDI). *Educational and Psychological Measurement, 59*, 325-335.

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Utilization Request Form

In using the Quick Discrimination Index (QDI), I agree to the following terms/conditions:

1. I understand that the QDI is copyrighted by Joseph G. Ponterotto (Ph.D.) at the Division of Psychological and Educational Services, Fordham University at Lincoln Center, 113 West 60th Street, New York, New York 10023-7478 (212-636-6480); Jponterott@aol.com.

2. I am a trained professional in counseling, psychology, or a related field, having completed coursework (or training) in multicultural issues, psychometrics, and research ethics, or I am working under the supervision of such an individual.

3. In using the QDI, all ethical standards of the American Psychological Association, the American Counseling Association, and/or related professional organizations will be adhered to. Furthermore, I will follow the “Research with Human Subjects” guidelines put forth by my university, institution, or professional setting. Ethical considerations include but are not limited to subject informed consent, confidentiality of records, adequate pre- and post-briefing of subjects, and subject opportunity to review a concise written summary of the study’s purpose, method, results, and implications.

4. Consistent with accepted professional practice, I will save and protect my raw data for a minimum of five years; and if requested I will make the raw data available to scholars researching the prejudice construct.

5. I will send a copy of my research results (for any study incorporating the QDI) in manuscript form to Dr. Ponterotto, regardless of whether the study is published, presented, or fully completed.

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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If a student, supervisor/mentor’s name and phone number, affiliation, and signature:

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Affiliation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_

Social Attitude Survey

Please respond to all items in the survey. Remember there are no right or wrong answers. The survey is completely anonymous, do not put your name on the survey. Please circle the appropriate number to the right.

 Strongly Disagree Not Agree Strongly

 Disagree Sure Agree

1. I do think it is more appropriate for the 1 2 3 4 5

 mother of a newborn baby, rather than

 the father, to stay home with the baby

 during the first year.

2. It is as easy for women to succeed in 1 2 3 4 5

 business as it is for men.

3. I really think affirmative action programs 1 2 3 4 5

 on college campuses constitute reverse

 discrimination.

4. I feel I could develop an intimate 1 2 3 4 5

 relationship with someone from a

 different race.

5. All Americans should learn to speak two 1 2 3 4 5

 languages.

6. I look forward to the day when a woman 1 2 3 4 5

 is President of the United States.

7. Generally speaking, men work harder than 1 2 3 4 5

 women.

8. My friendship network is very racially mixed. 1 2 3 4 5

9. I am against affirmative action programs 1 2 3 4 5

 in business.

Strongly Disagree Not Agree Strongly

 Disagree Sure Agree

10. Generally, men seem less concerned with 1 2 3 4 5

 building relationships than do women.

11. I would feel O.K. about my son or daughter 1 2 3 4 5

 dating someone from a different race.

12. I was very happy when an African American 1 2 3 4 5

 person (Barack Obama) was elected President

 of the United States on November 4, 2008.

13. In the past few years there has been too 1 2 3 4 5

 much attention directed toward multicultural

 issues in education.

14. I think feminist perspectives should be an 1 2 3 4 5

 integral part of the higher education curriculum.

15. Most of my close friends are from my own 1 2 3 4 5

 racial group.

16. I feel somewhat more secure that a man 1 2 3 4 5

 rather than a woman, is currently President of

 the United States.

17. I think that it is (or would be) important for 1 2 3 4 5

 my children to attend schools that are racially

 mixed.

1. In the past few years there has been 1 2 3 4 5

too much attention directed towards

 multicultural issues in business.

19. Overall, I think racial minorities in America 1 2 3 4 5

 complain too much about racial discrimination.

20. I feel (or would feel) very comfortable having 1 2 3 4 5

 a woman as my primary physician.

 Strongly Disagree Not Agree Strongly

 Disagree Sure Agree

21. I think the President of the United States 1 2 3 4 5

 should make a concerted effort to appoint

 more women and racial minorities to the

 country’s Supreme Court.

22. I think white people’s racism toward racial 1 2 3 4 5

 minority groups still constitutes a major

 problem in America.

23. I think the school system, from elementary 1 2 3 4 5

 school through college, should encourage

 minority and immigrant children to learn

 and fully adopt traditional American values.

24. If I were to adopt a child, I would be 1 2 3 4 5

 happy to adopt a child of any race.

25. I think there is as much female physical 1 2 3 4 5

 violence towards men as there is male

 physical violence toward women.

26. I think the school system, from elementary 1 2 3 4 5

 school through college, should promote values

 representative of diverse cultures.

27. I believe that reading the autobiography 1 2 3 4 5

 of Malcolm X would be of value.

28. I would enjoy living in a neighborhood 1 2 3 4 5

 consisting of a racially diverse population

 (e.g., Asians, Blacks, Hispanics, Whites).

29. I think it is better if people marry within 1 2 3 4 5

 their own race.

30. Women make too big of a deal out of sexual 1 2 3 4 5

 harassment issues in the workplace.

Scoring Directions for the Quick Discrimination Index (QDI)

Introduction

Users of the QDI must have completed the “Utilization Request Form” before incorporating the QDI in their professional work.

The QDI is a 30-item Likert-type self-report measure of racial and gender attitudes. The instrument itself is titled “Social Attitude Survey” to control for some forms of response bias. Users of the QDI should read the development and validity studies on the QDI before use.

Scoring

There are two methods of scoring the QDI. First, you can simply use the total score, which measures overall sensitivity, awareness, and receptivity to cultural diversity and gender equality.

The second scoring procedure involves scoring three separate subscales (factors) of the QDI. This is the preferred method at this time given that both exploratory and confirmatory factor analysis support the construct validity of the three-factor model.

Method One: QDI Total Score

Of the 30 items on the QDI, 15 are worded and scored in a positive direction (high scores indicate high sensitivity to multicultural/gender issues), and 15 are worded and scored in a negative direction (where low scores are indicative of high sensitivity). Naturally, when tallying the Total score response, these latter 15 items need to be reverse-scored. Reverse scoring simply means that if a respondent circles a “1” they should get five points; a “2” four points, a “3” three points, a “4” two points, and a “5” one point.

The following QDI items need to be reversed-scored:

1, 2, 3, 7, 9, 10, 13, 15, 16, 18, 19, 23, 25, 29, 30.

Score range is 30 to 150, with high scores indicating more awareness, sensitivity, and receptivity to racial diversity and gender equality.

Method Two: Three-Factor Model

If scoring separate subscales (factors), the researcher should not also use the Total score. As expected, the total score is highly correlated with subscale scores and to use both would be somewhat redundant.

When scoring separate subscales, only 23 of the total 30 items are scored.

Factor 1: General (Cognitive) Attitudes Toward Racial Diversity/Multiculturalism (Items in parentheses are reverse-scored)

9 items: (3), (9), (13), (18), (19), 22, (23), 26, 27

 (Score range = 9 to 45)

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Factor 2: Affective Attitudes Toward More Personal Contact (Closeness) with Racial Diversity (Items in parentheses are reverse-scored)

7 items: 4, 8, 11, (15), 17, 24, (29)

 (Score range = 7 to 35)

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Factor 3: Attitudes Toward Women’s Equity (Items in parentheses are reverse-scored)

7 items: (1), 6, (7), 14, (16), 20, (30)

 (Score range = 7 to 35)

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