



Multicultural Supervision... and It's *ALL* Multicultural Supervision!

Multicultural Ethical Supervision

Shannon Chávez-Korell, Ph.D., LP

Francesca Pernice, Ph.D., LP

Wayne State University



Overview

This session will explore how multicultural and ecological approaches to supervision can be broadly applied to clinical supervision, supervisee development, and ethical dilemmas that may arise in our work. The APA code of ethics, APA guidelines, and professional competencies specific to multicultural ethical supervision will be reviewed. Presenters will share specific skills and tools that may be helpful in advancing multicultural awareness and discourse in supervision and clinical work.

Objectives

1. Apply understanding of ecological, worldview, and multicultural identity to ethical supervisee development and clinical case conceptualization.
2. Determine key factors in fostering ethical, culturally humble, and clinically helpful conversations around race and diversity in supervision.
3. Apply professional codes of ethics in the areas of multicultural competence and supervision.



Evidence of Field's Commitment to Multicultural Ethical Practice

- APA's Endorsement of the Multicultural Guidelines (2002, revised/updated 2017)
- APA Code of Ethics
- Commission on Accreditation's Program Requirements (e.g., Multicultural Psychology Curriculum, Evidence of Institutional and Program Commitment to issues of multiculturalism).
- APA Competency Domains

APA Code of Ethics (2002; 2017), Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm.

APA Code of Ethics (2002; 2017), Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgement and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

APA Code of Ethics (2002; 2017), Principle E, Respect for People's Rights and Dignity:

Psychologists respect the dignity and worth of all people... Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

Multicultural Competence

- Aspirational (impossible to fully achieve)
- Professionally obligated to strive for multicultural competence.
- The journey begins with an authentic commitment to self-reflection, ownership of where you are at now and what is getting in the way, and the courage to stay committed to learning and being involved.
- Multicultural Competence supersedes clinical competence.



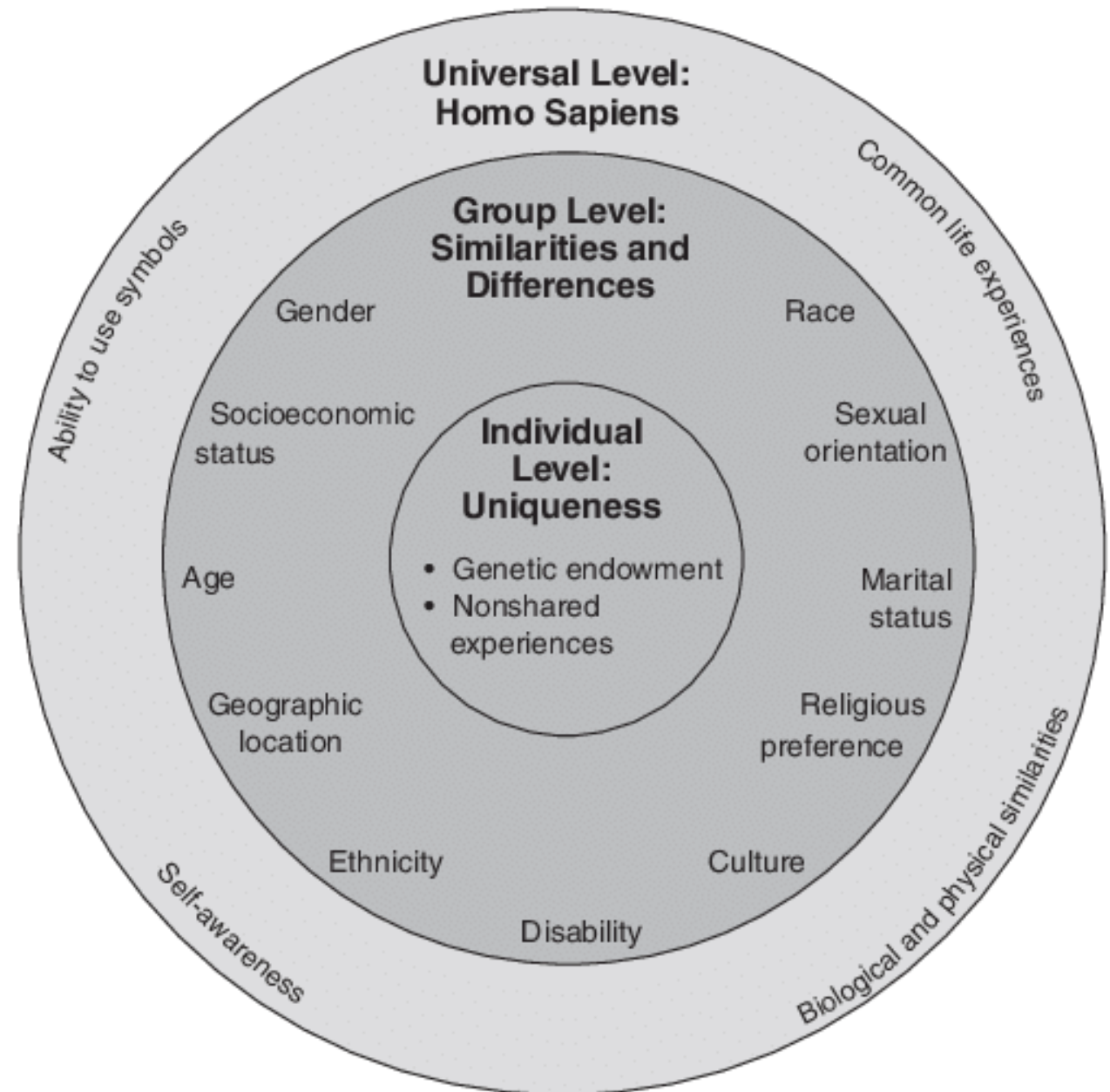
Culturally competent clinician is one who...

- Is actively involved in the process of becoming aware of their own assumptions about human behavior, values, biases, preconceived notions, personal limitations.
- Actively attempts to understand the world view of others.
- Is in the process of actively developing and practicing appropriate, relevant, and sensitive interventions, strategies, and skills.



Dimensions of Personal Identity Development

(Sue, 2001)



Reflecting on Identity

Who am I?....

- Nationality
- Race & Ethnicity
- Gender
- Ability
- Sexual Orientation
- Rural, Urban, Reservation
- Age
- Religion
- Socioeconomic Status/Class
- Etc.

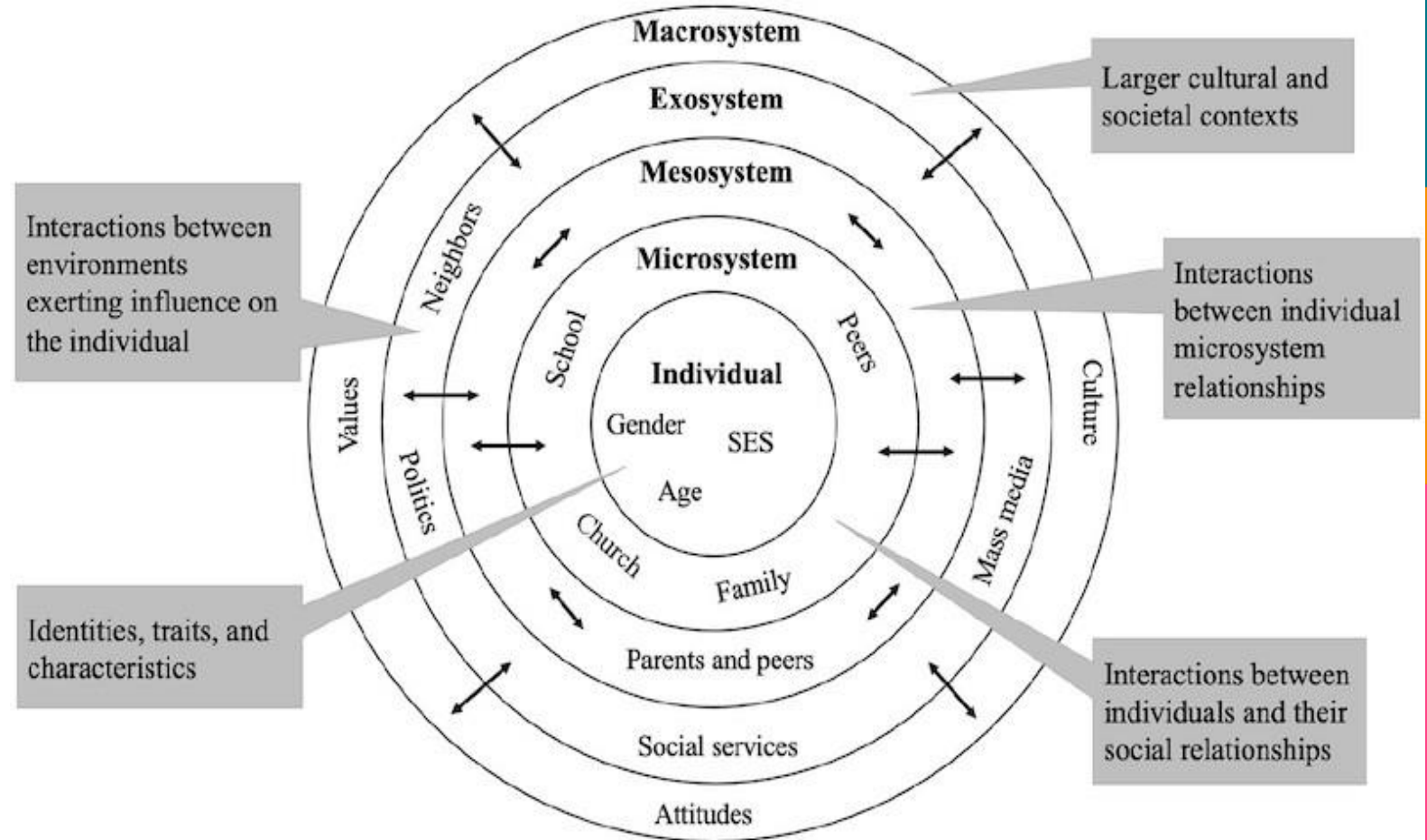


Influences of Ecological and Systemic Contexts

- Integrating Bronfenbrenner's Biopsychosocial/ Ecological Model

- Systems informed Supervision

e.g., the Family system as a microcosm of the influences of a system: healthiest member of the family is presented as the "problem; they may also be the symptom bearer; they may actually be the healthiest member of that system



Raising consciousness in "ethics in society" by mapping the impact and operations of macrosystemic factors (*e.g., sociopolitical, privilege, oppressive policies, marginalization, institutional sexism/racism*) on...

- ... the development and maintenance of conditions, symptoms, psychological disorders, functioning, treatment approaches
- ... in training and supervising of culturally and ecologically minded supervisees that will influence changes to support optimal development and ethical approaches psychological treatment modalities



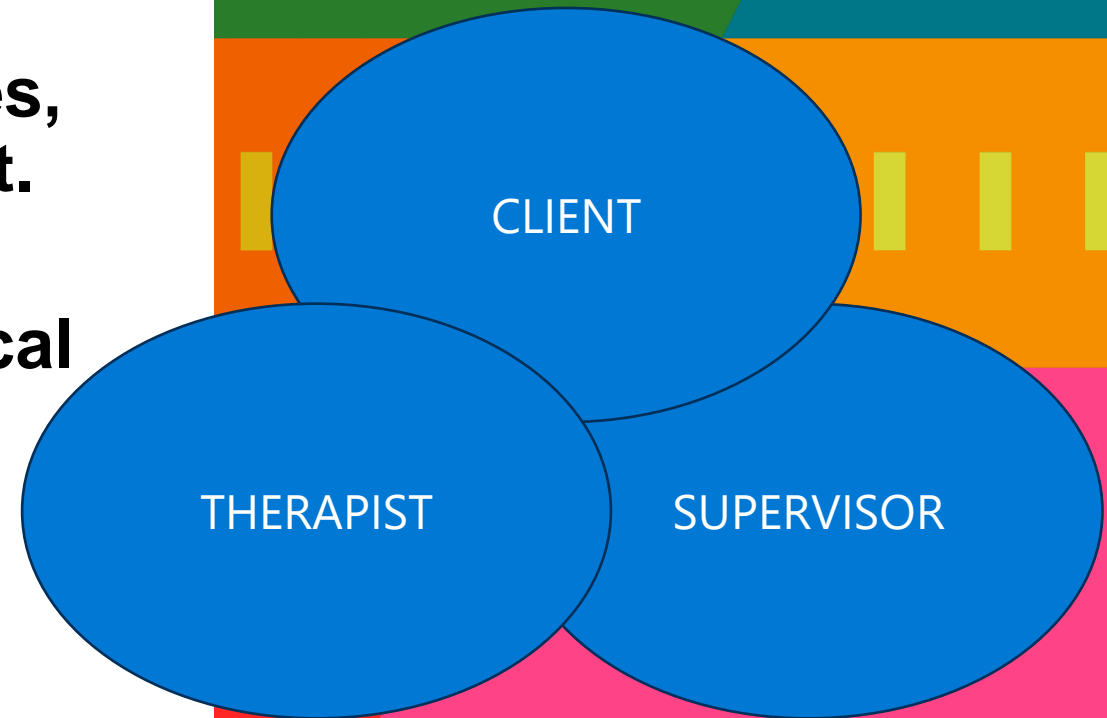
Approaches to Raise Multicultural Systemic Awareness in Supervision

- Case conceptualization exercises that attends to mapping out the unique cultural, social, and environmental factors shaping or informing the supervisee's understanding of their client's experience, presenting problem, symptoms, or disorder
- Identifying conflicts that arise within these spaces between the ethic of care, standards of practices, ethical codes, law, and multicultural identities and experiences



SUPERVISORY TRIAD MODEL: Intersecting

- **ALL** of us are multicultural beings.
- **ALL** members of the supervisory triad bring their respective identities, intersectionality, ecological context.
- **ALL** members of the triad are informing and influencing the clinical work.



TOOLS FOR SUPERVISION

- **Identity, Intersectionality, Awareness, Multicultural Discourse, Reflective Practice.**
- **EXAMPLE: Raising multicultural awareness and discourse in supervision. (Shannon's experience as supervisee)**
 - Who am I, worldview, cultural values, what do I bring into the room?
 - What does it feel like to talk about identity with another person? (marginalized, privileged identity) What feels comfortable, uncomfortable, etc.?
 - What supervisors choose to share, will affect what supervisees choose to share.
 - Identifying common ground, differing perspectives/experiences, where I end and you begin.
 - What impact does this potentially have on my/our work with clients? (e.g., limitations in understanding, biases). Specific issues that arise (e.g., spanking, incarceration, etc.), significant worldview differences.



ADDRESSING-GSA

A-age

D-developmental disability

D-acquired disability

R-race

R-religion

E-ethnicity

S-socioeconomic status

S-sexual/affectonal orientation

I-Indigenous heritage

N-National origin

G-gender identity

G-gender expression

S-size

A-assigned sex at birth

Hays, P.A. (2022). Addressing cultural complexities in counseling and clinical practice: An intersectional approach (4th ed.). American Psychological Association.

What do Supervisees say?

helpful

- Didactic experiences in multicultural issues, tangible skills, and get explicit feedback
- Supervisor's cultural identities different from supervisee's and modeling humble, non-judgmental, and empathetic dispositions and self-aware
- Addressing countertransference or blind spots "how did biases, client's culture influence you being in the moment with your client?"
- Safe supervisor-supervisee relationship

unhelpful

- Avoiding, ignoring, or overlooking of multicultural topics, issues, or the rejection of multicultural variables

Missed Opportunities

- The absence of sociocultural knowledge – such as not acknowledging identities or "divergent" views, or how experiences of oppression affect mental health; discussions about aspects of diversity may not be visible or salient

Supervision will only go as far as the supervisor's anxiety

A Brief Qualitative Examination of Multicultural Orientation in Clinical Supervision

Melanie M. Wilcox^{1, 2}, Stephanie Winkeljohn Black³, Joanna M. Drinane⁴, Ingrid Morales-Ramirez³, Zainab Akef³, Karen W. Tao⁴, Cirleen DeBlaeres, Joshua N. Hook⁶, Don E. Davis⁵, C. Edward Watkins Jr.⁶, and Jesse Owen⁷



Discussion 1- Supervision Approaches, Exercises, Skills

- What are some of the approaches, exercises, and/or skills that you have found useful in raising and fostering multicultural discourse in supervision?



Civility vs. Incivility

When people communicate with respect, restraint, and responsibility, uncivil communication occurs when people fail to do so.

- Suspending judgement**
- Openness to (re)consideration**
- Openness to being impacted, learning, from others.**
- Cultural humility (we don't know everything, can learn from others, be influenced by others, etc.)**



Cross Cultural Civility (Sonja Sutherland, 2021)

- **Civility Pre-Contemplation:**
 - Lack of awareness of behavior; Lack of awareness of impact; Overfocus on risk to self; Confirmation mindset
- **Civility Contemplation**
 - Self Evaluative Ambivalence; Privilege, marginalization, implicit bias; on-going pre-contemplative struggle; confirmation mindset decreasing but still present
- **Civility Cultivation**
 - Discovery mindset; personal learning environments; understanding of client worldview; understanding relationship impact. Therapist's sense of ease when addressing cultural topics.
- **Civility Compounding**
 - Being more than just aware; Becoming a Cross-Cultural Civility Influencer; Advocacy shaped by justice.



Discussion 2 – Multicultural Ethical Challenges

What are some examples of multicultural ethical challenges you and your supervisees have encountered in supervision?

- **How did you proceed?**
- **What informed your approach?**
- **Was it effective?**
- **What would you do differently?**

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