

THE NUTS AND BOLTS OF FOSTERING MULTICULTURAL COMPETENCIES IN THE SUPERVISORY RELATIONSHIP

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SESSION OVERVIEW

- Why should multicultural counseling competencies be discussed with supervisees?
 - What Does the literature say about multicultural counseling and supervision?
 - What aspects of multicultural counseling should be discussed with supervisees?
 - When should multicultural counseling be discussed with supervisees?
 - How to interweave multicultural counseling throughout the supervisory relationship?
 - Case study & discussion (application of multicultural counseling supervision)
 - Consequences
 - Things to consider
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WHY SHOULD MULTICULTURAL COUNSELING COMPETENCIES BE DISCUSSED WITH SUPERVISEES?

- Reactionary vs. Proactive
- MCC's are especially important during practicum & internship experiences
- The MCC include 31 competencies across three domains (Arredondo et al., 1996):
 - Counselor awareness of own cultural values and biases
 - Counselor awareness of client's worldview
 - The use of culturally appropriate intervention strategies
- Counselors possessing higher levels of multicultural competence are more effective with their clients compared to counselors scoring at lower levels of competency (Arredondo, 1999; Hill, 2003; Ponterotto, Casas, Suzuki, & Alexander, 2009; Pope-Davis, Coleman, Ming Liu, & Toporek, 2003)

WHY SHOULD MULTICULTURAL COUNSELING COMPETENCIES BE DISCUSSED WITH SUPERVISEES?

- Supervisor is modeling appropriate behavior with the supervisee
 - ACA Code of Ethics (2005)
 - CACREP Standards (2009)
 - ACES Supervision Best Practices Guidelines
 - Standard 5G: Diversity and Advocacy Considerations
 - Calls for the infusion of multicultural considerations into the supervisor's approach to supervision
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WHAT DOES THE LITERATURE SAY ABOUT MULTICULTURAL COUNSELING AND SUPERVISION

- The literature begins with the importance of understanding multicultural counseling as a whole.
- Understanding multicultural counseling allows counselors to better understand their clients and services are being provided to the same standards for diverse cultural backgrounds.
- Multicultural supervision allows the supervisee to gain useful insight about multicultural counseling; thus, fostering supervisees' effectiveness when working with diverse cultural backgrounds.
- With multicultural supervision, supervisees' are prompted to explore not only the cultural diversities within their counselor/client relationship, but those of the supervisor/supervisee relationship as well.
- Studies show that multicultural supervision is predictive of higher levels of self-perceived counseling competence.

WHAT ASPECTS OF MULTICULTURAL COUNSELING SHOULD BE DISCUSSED WITH SUPERVISEES?

- All aspects of multicultural counseling should be discussed with supervisees.
- Although there is generally not enough time to go over all aspects of multicultural counseling in the initial phases of supervision, supervisors could consider addressing different aspects of multicultural counseling throughout the supervisory process as well as on a as needed basis.

WHEN SHOULD IT BE DISCUSSED?

- **Early and Often!!!**
 - Remington & DaCosta (1989) suggested that it is important to explore ethnocultural issues early on in supervision
 - Goodyear & Guzzardo (2000) suggested that supervisors should raise the issue of race or culture as a first step toward establishing a constructive relationship based on mutual respect
 - Toporek, Ortega-Villalobos, & Pope-Davis (2004) found that it is important for supervisors to communicate their willingness to discuss cultural factors in the initial supervisory sessions and for supervisors to help enhance the supervisees' multicultural awareness throughout the supervision process

HOW TO INTERWEAVE MCC DISCUSSION THROUGHOUT THE SUPERVISORY RELATIONSHIP?

- ACES Supervision Best Practices Guidelines
 - Initial Supervision form
 - Supervision Contract
 - Here and now processing with the supervisee
 - Encouraging continued reflection
 - Challenging the supervisee to explore “blind spots”, issues of countertransference, etc
 - Reviewing sessions with counselor-client sessions (e.g., IPR)
 - Ongoing assessment of cultural competence
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CASE STUDY

- Randall is an African American male, counseling supervisor who has recently began supervising Kim, a Korean female. Kim is working at a hospice center where she provides counseling services to clients and their families during their time in hospice. Kim will be working with a diverse population and from a Christian perspective. Kim practices Buddhism, but she has assured her site supervisor that she is comfortable counseling from a Christian perspective with her clients.

DISCUSSION

- What are some initial discussions that Randall should have with Kim?
- What should the initial session look like with Kim and Randall?
- Are there any specific topics that Randall can prepare to bring into supervision thought out their supervisory process?
- Are there any barriers that Randall should expect to incur?

CONSEQUENCES OF NOT HAVING THE DISCUSSION

- For the Supervisee
 - For the Supervisory Relationship
 - For the Clients
 - For the Counseling Profession
 - For the Supervisor
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THINGS TO CONSIDER

- For the Supervisor
 - My Worldview
 - History as a Supervisee
 - My Attitudes
 - History as a Supervisor
 - New Groups as Supervisees
 - Personal Cultural Features
 - Over Identification
 - Theoretical Orientation
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