

# Multicultural Responsiveness

AWARENESS AND COMPETENCIES IN SUPERVISION

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## Overview

- ▶ Definitions
- ▶ History and Outcomes
- ▶ Guidelines
- ▶ Frameworks and Resources

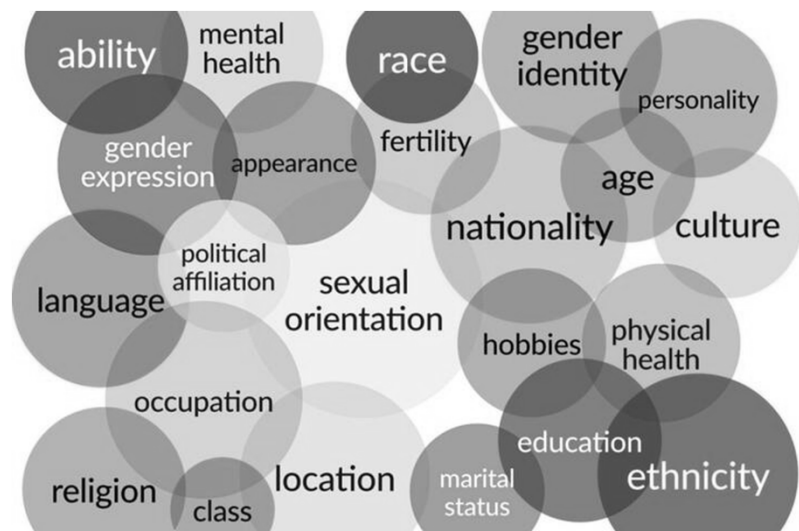
# How Do We Define Culture and Multiculturalism?

- ▶ Sexual Orientation, Gender Identity
- ▶ Race, Ethnicity, Heritage
- ▶ SES, Social Class
- ▶ Immigration, Generational Experiences
- ▶ Ableness
- ▶ Religion and Spirituality
  
- ▶ Customs, rituals, routines, values, beliefs, ceremonies, priorities

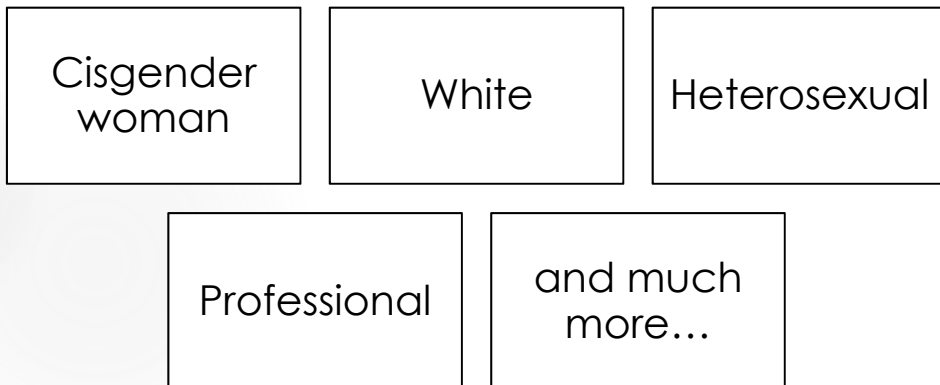
# Definitions

- ▶ Diversity
- ▶ Intersectionality
- ▶ Equity
- ▶ Inclusion
- ▶ Positionality

[Inclusive Language Guidelines \(apa.org\)](https://www.apa.org/eth/2017/04/01/inclusive-language-guidelines)



## Positionality



## Reflection Consider...

- ▶ What are aspects of your own identity, culture and positionality?
- ▶ How do you define your culture (customs, rituals, routines, values, beliefs, identities)?
- ▶ If you moved to an unfamiliar place (another country, another part of this country), how would you describe where you are from (your culture)?

## Small Group Discussion Consider...

- ▶ How comfortable/confident are you in addressing multicultural and diversity issues in supervision?
- ▶ What is the supervisor's responsibility associated with the supervisee's development of culturally responsive skills?
- ▶ How does this show up in your current supervision practices?

## Multicultural Competence in Supervision

- ▶ History
- ▶ Outcomes (research)
- ▶ Guidelines

## History

1980s - 1990s - 2000s - 2010s

# History

## APA: Equity, Diversity, Inclusion

- ▶ [Equity, Diversity, and Inclusion Framework \(apa.org\)](#)
- ▶ [APA Guidelines on Race and Ethnicity in Psychology](#)
- ▶ [Apology to people of color for APA's role in promoting, perpetuating, and failing to challenge racism, racial discrimination, and human hierarchy in U.S.](#)
- ▶ [Role of psychology and APA in dismantling systemic racism in U.S.](#)
- ▶ [Equity, diversity, and inclusion monthly actions \(apa.org\)](#)

# APA Guidelines

[APA Guidelines for Psychological Practice for People with Low-Income and Economic Marginalization](#)

[APA Guidelines for Psychological Practice With Sexual Minority Persons \(PDF, 1.5MB\)](#)

[APA Guidelines on Race and Ethnicity in Psychology](#)

[Assessment of and intervention with persons with disabilities](#)

[Evaluation of dementia and age-related cognitive change \(PDF, 488KB\)](#)

[Multicultural guidelines: An ecological approach to context, identity, and intersectionality, 2017.](#)

[Psychological practice with older adults.](#)

# Organizational, Systemic, and Global Considerations

APA Resolution on APA, Psychology, and Human Rights

[Emotional and Diversity Intelligence are Inseparable | Blog.SHRM.org](http://Blog.SHRM.org)



# Outcomes

## Positive Outcomes

- ▶ Increased satisfaction with supervision
- ▶ Supervisors viewed as more sincere and invested
- ▶ Deeper working alliance
- ▶ Improved client outcomes
  
- Awareness, openness, and focus
- Higher racial consciousness
- Vulnerability and humility

## Negative Outcomes

- ▶ Supervisee frustration and resistance
- ▶ Decreased satisfaction (feeling misunderstood, miscommunicated, disconnected, dismissed, and ignored)
- ▶ Supervisors viewed as culturally insensitive and incompetent
  
- Gender bias
- Racial microaggressions and unintentional racism
- Insensitivity to supervisee's nonverbal cues
- Engaging in cultural stereotyping
- Lack of interpersonal awareness

# Multicultural Guidelines

Multicultural Guidelines, APA 2017

- ▶ Guideline 1. Psychologists seek to recognize and understand that identity and self-definition are fluid and complex and that the interaction between the two is dynamic. To this end, psychologists appreciate that intersectionality is shaped by the multiplicity of the individual's social contexts.
- ▶ Guideline 2. Psychologists aspire to recognize and understand that as cultural beings, they hold attitudes and beliefs that can influence their perceptions of and interactions with others as well as their clinical and empirical conceptualizations. As such, psychologists strive to move beyond conceptualizations rooted in categorical assumptions, biases, and/or formulations based on limited knowledge about individuals and communities.
- ▶ Guideline 3. Psychologists strive to recognize and understand the role of language and communication through engagement that is sensitive to the lived experience of the individual, couple, family, group, community, and/or organizations with whom they interact. Psychologists also seek to understand how they bring their own language and communication to these interactions.

# Multicultural Guidelines

- ▶ Guideline 4. Psychologists endeavor to be aware of the role of the social and physical environment in the lives of clients, students, research participants, and/or consultees.
- ▶ Guideline 5. Psychologists aspire to recognize and understand historical and contemporary experiences with power, privilege, and oppression. As such, they seek to address institutional barriers and related inequities, disproportionalities, and disparities of law enforcement, administration of criminal justice, educational, mental health, and other systems as they seek to promote justice, human rights, and access to quality and equitable mental and behavioral health services.
- ▶ Guideline 6. Psychologists seek to promote culturally adaptive interventions and advocacy within and across systems, including prevention, early intervention, and recovery.



# Multicultural Guidelines

- ▶ Guideline 7. Psychologists endeavor to examine the profession's assumptions and practices within an international context, whether domestically or internationally based, and consider how this globalization has an impact on the psychologist's self-definition, purpose, role, and function.
- ▶ Guideline 8. Psychologists seek awareness and understanding of how developmental stages and life transitions intersect with the larger biosociocultural context, how identity evolves as a function of such intersections, and how these different socialization and maturation experiences influence worldview and identity.
- ▶ Guideline 9. Psychologists strive to conduct culturally appropriate and informed research, teaching, supervision, consultation, assessment, interpretation, diagnosis, dissemination, and evaluation of efficacy as they address the first four levels of the Layered Ecological Model of the Multicultural Guidelines.
- ▶ Guideline 10. Psychologists actively strive to take a strength-based approach when working with individuals, families, groups, communities, and organizations that seeks to build resilience and decrease trauma within the sociocultural context.

# Guidelines for Clinical Supervision

Guidelines for Clinical Supervision, APA 2014

- ▶ Supervisors strive to develop and maintain **self-awareness** regarding their diversity competence, which includes attitudes, knowledge, and skills
- ▶ Supervisors **planfully strive to enhance their diversity competence** to establish a respectful supervisory relationship and to facilitate the diversity competence of their supervisees
- ▶ Supervisors recognize the value of and pursue **ongoing training in diversity competence** as part of their professional development and life-long learning.
- ▶ Supervisors aim to be **knowledgeable about the effects of bias, prejudice, and stereotyping**. When possible, supervisors model client/patient advocacy and model promoting change in organizations and communities in the best interest of their clients/patients.
- ▶ Supervisors aspire to **be familiar with the scholarly literature concerning diversity competence in supervision and training**. Supervisors strive to be familiar with promising practices for navigating conflicts among personal and professional values in the interest of protecting the public.

# Multicultural Competence in Supervision

- ▶ Awareness
  - ▶ Multicultural Identity
  - ▶ Countertransference
- ▶ Knowledge
- ▶ Skills
  - ▶ Nonverbal Behaviors
  - ▶ Helping Skills
  - ▶ Covert Processes
  - ▶ Therapeutic Strategies and Techniques

*The APA Handbook of Multicultural Psychology, 2014*

# Multicultural Competence in Supervision

- ▶ Personal development
- ▶ Case conceptualization
- ▶ Interventions
- ▶ Process
- ▶ Evaluation
- ▶ Establish and maintain safety
- ▶ Commit to ongoing work
- ▶ Embed in supervisory dialogue

# Multicultural Orientation in Supervision

- ▶ A Consistent Cultural Lens
- ▶ 4 Critical Assumptions
- ▶ 3 Components
  - ▶ Cultural Humility
  - ▶ Cultural Comfort
  - ▶ Cultural Opportunity

# Cultural Humility

## Attributes of Culturally Humble Supervisors:

- ▶ Awareness of culture (and cultural differences)
- ▶ Regulation (overcoming) of superiority → Openness, curiosity, interest

## Approaches in Supervision

- ▶ Initiate-invite-instill
- ▶ Assess-build-connect



# Resources: ADDRESSING Framework

Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy, Third Edition (apa.org)

Cultural characteristic	Power	Less power
Age and Generational Influences	Adults	Children, adolescents, elders
Developmental Disability	Temporarily able-bodied	Individuals with disabilities
Disability Acquired Later in Life	Temporarily able-bodied	Individuals with disabilities (e.g., multiple sclerosis or dementia caused by stroke)
Religion and Spiritual Orientation	Christians	non-Christian
Ethnicity/Race Identity	White or Caucasian	Persons of color
Socioeconomic Status	Owning & Middle Class (access to higher ed.)	People of lower status because of occupation, education, income, or rural habitat
Sexual Orientation	Heterosexuals	Gay, lesbians, and bisexual people
Indigenous Heritage	Non-native	Native
National Origin	U.S. born	Immigrants, refugees, and international students
Gender	Male	Women, transgender, and intersex people

Hays, P. A. (2001). Addressing Cultural Complexities in Practice: A Framework for Clinicians and Counselors. Washington, D. C.: American Psychological Association.

\*Please note: The influences and examples of corresponding minority groups provided within the A.D.D.R.E.S.S.I.N.G. model are applicable within United States and Canada.

# Resources: Cultural Behaviors Scale

- ▶ Supervisee CBS Scales
  - ▶ Supervisee's work with clients
    - ▶ I felt comfortable when my clients expressed aspects of their race and/or ethnicity with me during our counseling sessions.
  - ▶ Supervisor's behaviors with supervisee
    - ▶ My supervisor felt comfortable when I addressed aspects of my race and/or ethnicity in our supervision sessions.
- ▶ Supervisor CBS Scales
  - ▶ Supervisor's behavior with supervisee
    - ▶ The conversations my supervisee and I had about the supervisee's race and/or ethnicity were important in establishing and maintaining our relationship.
  - ▶ Supervisor's behavior about supervisee's client
    - ▶ I addressed my supervisee's clients' race and/or ethnicity effectively during our supervision sessions.

King, Borders, & Jones, 2020

# Resources: Cultural Humility Scale

## CULTURAL HUMILITY

Please think about your counselor. Using the scale below, please indicate the extent to which you agree or disagree with the following statements about your counselor.

Regarding the core aspect(s) of my cultural background, my counselor...	Strongly Disagree (1)	Mildly Disagree (2)	Neutral (3)	Mildly Agree (4)	Strongly Agree (5)
1. Is respectful.	1	2	3	4	5
2. Is open to explore.	1	2	3	4	5
3. Assumes he/she already knows a lot.	1	2	3	4	5
4. Is considerate.	1	2	3	4	5
5. Is genuinely interested in learning more.	1	2	3	4	5
6. Acts superior.	1	2	3	4	5
7. Is open to seeing things from my perspective.	1	2	3	4	5
8. Makes assumptions about me.	1	2	3	4	5
9. Is open-minded.	1	2	3	4	5
10. Is a know-it-all.	1	2	3	4	5
11. Thinks he/she understands more than he/she actually does.	1	2	3	4	5
12. Asks questions when he/she is uncertain.	1	2	3	4	5

Positive subscale items: 1, 2, 4, 5, 7, 9, 12

Negative subscale items: 3, 6, 8, 10, 11

## Cultural Humility Scale

# Resources: Sample Action Plans

## Fostering Supervisor Multicultural Complexity

- ▶ Explore one's own social locations and the sociopolitical and sociohistorical influences on such identities.
- ▶ Build upon an ability to critically assess, conceptualize, and enact supervision that utilizes multicultural complexity.
- ▶ Develop an understanding and commitment to the experiences and meaning-making that has emerged from the margins.

## Fostering Supervisees' Multicultural Complexity

- ▶ Develop supervisees' ability to assess, conceptualize, and enact multicultural complexity into their work with clients.
- ▶ Develop supervisees' acknowledgement of their power and influence on the counselor-client relationship.
- ▶ Build upon supervisees' ability to integrate a lens that utilizes multicultural complexity

Peters, 2017

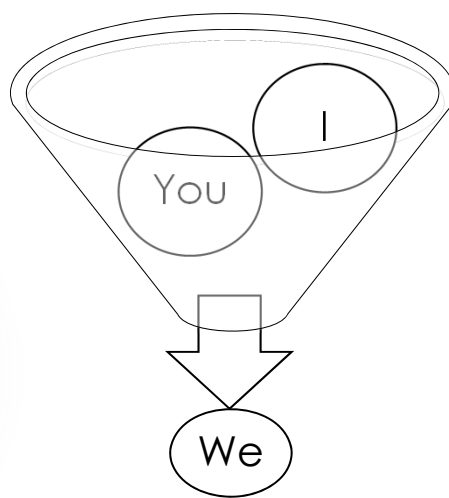
# Resources

## Trauma-Informed Supervision Guide

- ▶ Acknowledge Culture
- ▶ Be Respectful, Honest, Kind and Fair
- ▶ Accentuate the Positive
- ▶ Be Calm and Calming
- ▶ Ask Questions
- ▶ Empower Others
- ▶ Promote Self-Care

Supervisor Self-Check

# Eco-Relational Funnel



Experiences

# Mock Supervision Demonstrations

- ▶ What multicultural and diversity factors seemed to be present (in therapeutic relationships discussed, in supervisory relationships)?
- ▶ Were these factors addressed?
- ▶ How were they addressed/how could they be addressed?

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