**Multicultural Supervision Competencies Questionnaire**

This questionnaire is intended to evaluate the quality of multicultural supervision. If you had a supervisor who is culturally or racially different from you, I would like you to complete this questionnaire with respect to this particular supervisor.

Your ethnic/racial identity\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your supervisor’s ethnic/racial background\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your gender\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Your supervisor’s gender\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How long ago?\_\_\_\_\_\_\_\_\_\_\_\_ How long did you have him/her as supervisor?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What was the level of your clinical training during this supervision?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What was the nature of the clinical site where this supervision took place?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Based on your experiences and observation, please rate the following statements according to the following scale?

 1 2 3 4 5

Strongly Disagree Disagree Undecided Agree Strongly Agree

Circle the response code (e.g., 4 for Agree, 2 for Disagree) at the end of each statement that most clearly reflects your opinion about this supervisor. Try to use 3 sparingly.

1. Understands my culture and value systems. 1 2 3 4 5
2. Shows openness and respect for culturally different supervisors. 1 2 3 4 5
3. Actively avoids cultural biases and discriminatory practices in 1 2 3 4 5

working with minority students.

1. Understands the worldviews of supervisees and clients from 1 2 3 4 5

other cultures.

1. Understands the tendency and the problem of racial stereotyping. 1 2 3 4 5
2. Makes an effort to understand and accommodate culturally 1 2 3 4 5

different supervisees.

1. Is able to avoid racial stereotypes by taking into account both the 1 2 3 4 5

uniqueness of individuals as well as the known characteristics of

the culture.

1. Makes use of every opportunity to increase supervisees’ 1 2 3 4 5

multicultural competence in counseling.

1. Is able to clarify presenting problems and arrives at culturally 1 2 3 4 5

relevant case conceptualization with clients from different cultural

backgrounds.

1. Shows an understanding of how culture, ethnicity, and race 1 2 3 4 5

influence supervision and counseling.

1. Is able to overcome cultural and language barriers in relating to 1 2 3 4 5

minority students and clients.

1. Has never mentioned that race is an important consideration in 1 2 3 4 5

supervision and counseling.

1. Demonstrates skills to balance between the generic characteristics 1 2 3 4 5

of counseling and the unique values of different cultural groups.

1. Shows sensitivity and skills in supervising culturally different 1 2 3 4 5

supervisees.

1. Shows unconditional acceptance of all supervisees, regardless of 1 2 3 4 5

their race, ethnicity, and culture.

1. Recognizes the limitations of models and approaches based on 1 2 3 4 5

Western assumptions in working with culturally different

individuals.

1. Knows how to encourage discussion of cultural and racial issues in 1 2 3 4 5

counseling and supervision.

1. Shows interest in learning new skills and enhancing own 1 2 3 4 5

multicultural competence in supervision and counseling.

1. Recognizes that what is inappropriate from the standpoint of the 1 2 3 4 5

majority culture may be appropriate for some minority cultures.

1. Takes into account cultural biases in assessing supervisees and 1 2 3 4 5

formal clinical judgments.

1. Exhibits respect for other cultures without overly identifying self 1 2 3 4 5

with minority culture or becoming paternalistic.

1. Is willing to advocate for minorities who experience institutional 1 2 3 4 5

discrimination.

1. Understands the cultural reasons why minority students and clients 1 2 3 4 5

tend to defer to authority figures.

1. Communicates effectively with culturally different supervisees at 1 2 3 4 5

both the verbal and nonverbal levels.

1. Understands cultural differences in help-giving and help-seeking. 1 2 3 4 5
2. Believes that Western models and approaches of counseling are 1 2 3 4 5

equally generalizable to ethnic minorities.

1. Gives emotional support and encouragement to minority students. 1 2 3 4 5
2. Is very rigid and dogmatic regarding what constitutes the proper 1 2 3 4 5

Approach of counseling.

1. Shows an interest in helping minority students overcome systemic 1 2 3 4 5

And institutional barriers.

1. Welcomes my input even when I express different views and 1 2 3 4 5

Values.

1. Knows how to consult or refer to resources available in 1 2 3 4 5

ethno cultural communities.

1. Takes into account racial biases and sociopolitical implications in 1 2 3 4 5

counseling and supervision.

1. Considers supervisees’ cultural and linguistic backgrounds in 1 2 3 4 5

giving them feedback and evaluation.

1. Shows a genuine interest in learning about other cultures. 1 2 3 4 5
2. Recognizes individual differences in ethnic/racial identity. 1 2 3 4 5
3. Demonstrates a familiarity with the value system of diverse 1 2 3 4 5

cultural groups.

1. Knows that biases and assumptions of Western counseling models 1 2 3 4 5

can have a negative effect on culturally different supervisees and

clients.

1. Knows how to adapt knowledge of cultural differences to 1 2 3 4 5

supervision and counseling.

1. Does not seem to be aware of own limitations in working with 1 2 3 4 5

culturally different supervisees or clients.

1. Does not pay any attention to the demographics of supervisees. 1 2 3 4 5
2. Is able to develop culturally appropriate treatment plans for clients 1 2 3 4 5

from different cultural backgrounds.

1. Makes an effort to establish a relationship of trust and acceptance 1 2 3 4 5

with culturally different supervisees.

1. Is flexible in adjusting his/her supervisory style to culturally 1 2 3 4 5

different supervisees.

1. Assists supervisees in formulating culturally appropriate 1 2 3 4 5

assessment and treatment plans.

1. Makes use of the support network of minorities. 1 2 3 4 5
2. Does not seem to be aware of own implicit cultural biases in 1 2 3 4 5

counseling and supervision.

1. Acknowledges that his/her own life experiences, values, and 1 2 3 4 5

biases may influence the supervision process.

1. Actively interacts with minority students outside of counseling and 1 2 3 4 5

classroom settings.

1. Knows something about how gender, socioeconomic status, and 1 2 3 4 5

religious issues are related to minority status.

1. Shows some knowledge about the cultural traditions of various 1 2 3 4 5

ethnic groups.

1. Is able to integrate own beliefs, knowledge, and skills in forming 1 2 3 4 5

relationships with culturally different supervisees.

1. Is able to reduce my defensiveness, suspicions, and anxiety about 1 2 3 4 5

having a supervisor from a different culture.

1. Shows no interest in understanding my cultural background and 1 2 3 4 5

ethnic/racial heritage.

1. Negatively evaluates supervisees who do not conform to 1 2 3 4 5

supervisor’s own theoretical orientation and approach of

counseling.

1. Has a tendency to abuse supervisory power (e.g., imposes view on 1 2 3 4 5

supervisees).

1. Respects the worldview, religious beliefs, and values of culturally 1 2 3 4 5

different supervisees.

1. Demonstrates competence in a wide variety of methods of 1 2 3 4 5

assessment and interventions, including nontraditional ones.

1. Provides guidance to international students and new immigrants to 1 2 3 4 5

facilitate their acculturation.

1. Makes minority supervisees feel safe to share their difficulties and 1 2 3 4 5

concerns.

1. Is able to relate to culturally different supervisees, while 1 2 3 4 5

maintaining own cultural values.

**Scoring:** Before scoring, reverse the scoring of the following items: 12, 26, 28, 39, 40, 46, 53, 54, 55

 *Attitude and beliefs (how the supervisor feels about multicultural issues and culturally different*

 *supervisees):* 2, 12, 16, 19, 21, 26, 34, 39, 40, 46, 47, 56

 *Knowledge and understanding (what the supervisor knows about multicultural supervision):*

1, 4, 5, 10, 23, 25, 36, 37, 49, 50

 *Skills and practices (how the supervisor demonstrates multicultural competencies in actual*

 *Practices of supervision):* 7, 8, 9, 13, 14, 17, 18, 20, 24, 28, 31, 32, 33, 35, 38, 41, 43, 44, 45, 52, 54, 57

 *Relationship (how the supervisor relates to culturally different supervisees):* 3, 6, 11, 15, 22, 27, 29, 30

 42, 48, 51, 53, 55, 58, 59, 60