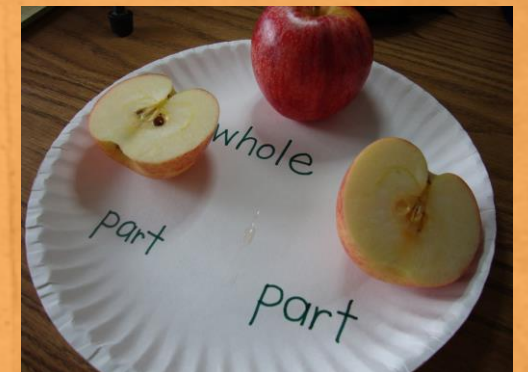


A Humanistic Approach to Culturally Sensitive Clinical Supervision

Heidi A. Zetzer, Ph.D.
Associate Teaching Professor, UCSB
Director, Hosford Counseling & Psychological Services Clinic



Introduction: Heidi Zetzer, Ph.D.

Pronouns she/her/hers

- **Heidi's Background & Approach**
 - Helpful Theories
 - A little bit o' empiricism
 - Accrued wisdom
- **Your Experience & Needs**

~The Call~

A Humanistic Approach to
Culturally Sensitive Clinical Supervision
Seeing, Witnessing, Prizing, & Fostering
Personal/Professional Development in
Therapists/Supervisees

with

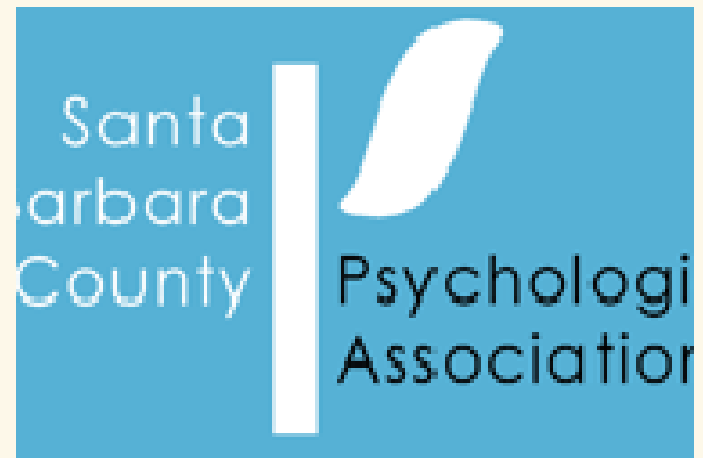
Intersecting Multicultural Identities/ Privileged and Subjugated Identities
that emerge from a history
Into a sociocultural context

and are

infused with experience resilience, wisdom, and strengths

Why I am Calling You! 😊

Your Photo Here



Definition of Supervision

(Bernard & Goodyear, 2019, p. 9)

- *An intervention provided by a more senior member of a profession to a more junior colleague or colleagues who typically (but not always) are members of that same profession. The relationship is evaluative and hierarchical, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as gatekeeper of for the particular profession the supervisee seeks to enter.*

Warm-Up~(W1)

Best Supervisor/Worst Supervisor

Reflection on- and in- practice
Schön (1984)

Optimal/(In)Adequate/Harmful Supervision

(Ellis, 2017; Ellis et al., 2014)

Optimal (Adequate Plus!)

- Has a culturally sensitive and articulated approach
- Strong Supervisory relationship
- Clear expectations w/ consent/contract
- Formative and summative feedback grounded in obs
- Attunement to teach-treat boundaries
- Demonstrates humility
- Mentors Th/Supee

(In)Adequate

- Qualified
- Competent
- Consent/Contract
- Ongoing feedback based on observation
- Invested in Th/Supee
- Attentive to Diversity
- Attends to power differential

Harmful

- Malice
- Negligence
- Sexual impropriety/intimacy
- Abuse
- Boundary violations
- Demeaning/critical
- Exploitive

Common Standard: Supervision Competencies

- (APA, 2014) Guidelines for Clinical Supervision in Health Service Psychology
 - [Guidelines for Supervision in Health Service Psychology APA 2014](#)
- ASPBB Supervision Guidelines for Experience, 2015
 - [ASPPB Supervision Guidelines for Experience Leading to Licensure](#)
- *Supervision Best Practices for Supervised Professional Experience (SPE)* (California Board of Psychology)
 - [Supervision Best Practices re California Board of Psychology](#)

APA Guidelines for Supervision in Health Service Psychology

Domains of Supervision Competence: Knowledge

(Falender et al., 2004, p. 778)

- Knowledge of:
 - Area being supervised (e.g., therapy, assessment, research)
 - Models, theories, modalities, & research on sup
 - Trainee development
 - Ethics and legal issues specific to supervision
 - Evaluation, process & outcome
 - **Awareness and knowledge of diversity in all forms**

Domains of Supervision Competence: Skills

(Falender et al., 2004, p. 778)

- Skills
 - Supervision modalities
 - Relationship skills
 - Sensitivity and balancing of multiple roles
 - Feedback: Formative and summative
 - Assess trainee learning needs
 - Encourage and use evaluative feedback from supervisee
 - Teaching & didactic skills
 - Setting & modeling boundaries
 - Scientific thinking and research/theory to practice

Domains of Supervision Competence: Values

(Falender et al., 2004, p. 778)

- Values
 - Responsibility for clt and supervisee
 - Respect
 - Cultural awareness & responsiveness
 - Support & challenge
 - Empowerment
 - Commitment to lifelong learning
 - Balancing clinical and training needs; using research
 - Ethical principles
 - Knowing one's limitations

Cultural Competence in Supervision (Vasquez, 2014, p. xiii)

- “Includes awareness, knowledge, and appreciation of the three-way interaction of the client’s, the supervisee’s, and the supervisor’s values, assumptions, biases, expectations derived from worldviews, and the integration of practice assessment and intervention skills”
- “Social justice and advocacy is a critical element of multicultural competence”

Social Justice

- The scholarship and professional action designed to change societal values, structures, policies, and practices, such that disadvantaged or marginalized groups gain increased access to these tools of self-determination” (Goodman et al., 2004, p. 795).
- Equality \neq Equity

Domain B of APA Supervision Guidelines ~ Diversity (APA, 2014, pp. 15-17)

- Develop & maintain & **demonstrate**
 - Self-awareness regarding diversity competence
- Strive to **demonstrate**:
 - Enhance diversity competence
 - Establish respectful supervisory relationships
 - Facilitate diversity competence of trainees
- Recognize and **demonstrate/model**:
 - Value of training & lifelong learning

Domain B: APA Supervision Guidelines ~ Diversity

(APA, 2014, pp. 15-17)

- Aim to **demonstrate**:
 - Knowledge about the effects of bias, prejudice, and stereotyping
 - e.g., the impact of racial trauma on health and well-being
- Model:
 - Client/supervisee advocacy
 - How to promote change in organizations & communities

Domain B: APA Supervision Guidelines ~ Diversity

(APA, 2014, pp.15-17)

- Aspire to **demonstrate familiarity** with:
 - Scholarly literature on diversity competence
 - Promising practices for navigating conflicts among personal and professional values to protect public

Baseline Assessment of Cultural Competence in Clinical Supervision (W2)



Cultural Competence in Supervision

Social Location

(Dee-Watts, 2010, p. 405; Enns, 2010; Falicov, 2014; Fields, 2010; Hardy, 2002)

- "...Social categories a person occupies and how these memberships are relevant to personal identity" (Enns, 2010, p. 333)
- Sources of strength and challenge (Enns, 2010)
- "Location of self opens the doors to dialogue on intersectionality in the therapy [and supervision] process" (Dee-Watts, 2010, p. 405)



Social Location Includes Awareness of Power, Oppression, & Privilege

- Privilege: “Unearned assets” (McIntosh, July/August, 1989, 10-12)
- Power: Power to vs power over
- Oppression: One group actively subordinating another group to forward its own interest (Jaggar, 1983, p. 6).
 - Privilege + power = oppression
 - Example from the Academy
 - Who gets “Credit” for diversity-related activities
 - The achievement “knot”
 - Underrepresented students
 - Gender non-conforming/Gender Queer/Non-Binary students
 - First Gen students



ADDRESSING Cultural Complexities in Practice & Supervision



Cultural Complexities Appear as:

- Internalized beliefs & attitudes
- External resources & barriers
- Behaviors
 - Decisions
 - Actions and...
- Impact the *whole* person

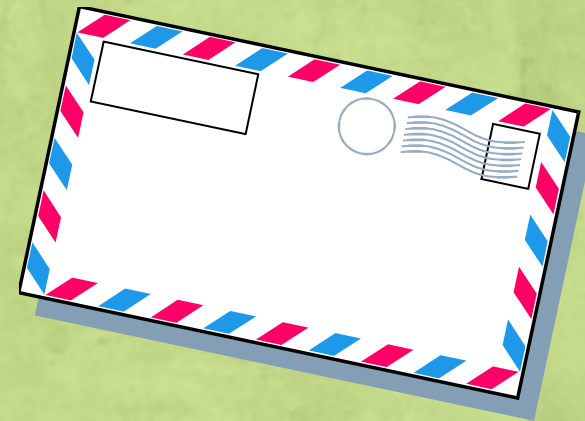


Feelings/emotions!

ADDRESSING Framework Note where you have privilege

(Hays, 2001)

- Age & generational influences
- Developmental disabilities & acquired
- Disabilities
- Religion & Spiritual Orientation
- Ethnicity
- Socioeconomic Status
- Sexual Orientation
- Indigenous Heritage
- National Origin
- Gender



Social Location: W3

- Heidi's Social Location
- My latest insight!
- The Importance of Remembering
- Your Social Location
- You can use ADDRESSING model or not
- The Importance of Humility

Cultural Humility (Tervalon & Murray-Garcia, 1998)

- Commitment to Lifelong Learning:
 - Self-reflection
 - Self-evaluation
 - Self-critique
- Addresses and redresses power imbalances for respectful partnerships
- Invites expressions of individual and community mores and practices that differ from one's own
- Institutional accountability
- [Cultural Humility Video](#)

Cultural Humility (Falicov, 2014)

- Helps Avoid Two Kinds of Errors
 - Universality (underestimate)
 - Particularism (overestimate)
- Promotes
 - Both/And Thinking
 - Knowing and Not Knowing
 - Curiosity
- Reduces
 - Cultural countertransference
 - Acknowledge one's own reactivity

Foundations for Cultivating Cultural Competence in Supervision

1. Knowledge of Integrated Developmental Model
2. Knowledge of Multicultural Identity Development
3. Helpful & Hindering Behaviors in Multicultural Supervision

Integrated Developmental Model (IDM)

- Developmental (i.e., Stoltenberg et al., 1998)
 - It's a meta-model
 - Descriptive stages of development for supervisee, supervisor, training director, postdoctoral fellow, etc. integrated with multicultural competence, racial consciousness, multicultural supervision, etc.

Level I Trainee (B&G, 3rd. ed. p. 91)

- Limited training, limited experience
 - Motivation & Anxiety High; focused on skills, want to know the “correct” or “best” answer
 - Autonomy Low; dependent on supervisor; need structure, positive feedback and little direct confrontation
 - Awareness: High self-focus, but limited self-awareness; apprehensive about evaluation

Level 2 Trainee (B&G, 3rd. ed. p. 91)

- In transition to greater autonomy and less need for direction; usually after 2-3 semesters
 - Motivation: Fluctuates; trainee vacillates from confident to unconfident and confused
 - Autonomy: Conflict between autonomy and dependency; like an adolescent! Can see pronounced resistance.
 - Awareness: Greater ability to empathize with the clt; balance still an issue; can over-identify with clt
 - This level requires skill and sense of humor!

Level 3/3i Trainee

- Trainee focusing on a more personalized approach; using and understanding self in therapy
 - Motivation: Consistent with occasional doubts; rarely completely immobilized
 - Autonomy: A trust in own judgment, tends to be collegial as differences between Sup and Supee diminish
 - Awareness: Deeper levels of self-awareness, remain focused on clt while stepping back and attending to own reactions
- Level 3i (integrated): Level 3 across multiple domains; integrated; personalized; meta-competence

Racial Identity Development

(Tatum, 1997, p. 94)

- According to Janet Helms, “task for people of color is to resist negative societal messages and develop an empowered sense of self in the face of a racist society...”
- “...the task for Whites is to develop a positive White identity based on reality and not on assumed superiority”

Racial/Cultural Identity Developmental Tasks

- Move from a White frame of reference to a positive [racial/cultural] frame of reference (Cross, 1971;1972).
- Move towards greater acceptance of one's culture and ethnicity (Ruiz, 1990).
- Commitment to eliminating all forms of oppression.

White Racial Identity Development

- Two Developmental Tasks:
 - Abandon individual racism
 - Recognize and oppose institutional and cultural racism.

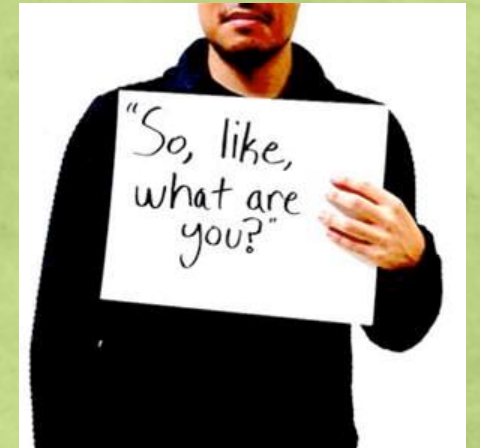
Stages of Identity Development

(Atkinson, Morten, & Sue, 1998; D.W. Sue & Sue, 1990; Sue, et al., 1998)

- Conformity
- Dissonance
- Resistance & Immersion
- Introspection
- Integrative Awareness

Mental Health Professionals' Adaptive Responses to Racial Microaggressions (Hernández, Carranza, & Almeida, 2010)

- Racial microaggressions are
 - “Brief, everyday exchanges that send denigrating messages to people of Color because they belong to a racial minority group” (Copodilupo et al, 2007, p. 273)
- Include:
 - Microassault
 - Microinsult
 - Microinvalidation



Activity: Reflections on Microaggressions (W4)

Examples of Racial Microaggressions

Theme	Microaggression	Message
<i>Alien in own land</i> When Asian Americans and Latino Americans are assumed to be foreign-born	"Where are you from?" "Where were you born?" "You speak good English." A person asking an Asian American to teach them words in their native language.	You are not American You are a foreigner
<i>Ascription of Intelligence</i> Assigning intelligence to a person of color on the basis of their race.	"You are a credit to your race." "You are so articulate." Asking an Asian person to help with a Math or Science problem.	People of color are generally not as intelligent as Whites. It is unusual for someone of your race to be intelligent. All Asians are intelligent and good in Math / Sciences.
<i>Color Blindness</i> Statements that indicate that a White person does not want to acknowledge race	"When I look at you, I don't see color." "America is a melting pot." "There is only one race, the human race."	Denying a person of color's racial / ethnic experiences. Assimilate / acculturate to the dominant culture. Denying the individual as a racial / cultural being.
<i>Criminality – assumption of criminal status</i> A person of color is presumed to be dangerous, criminal, or deviant on the basis of their race.	A White man or woman clutching their purse or checking their wallet as a Black or Latino approaches or passes. A store owner following a customer of color around the store. A White person waits to ride the next elevator when a person of color is on it.	You are a criminal. You are going to steal / You are poor / You do not belong / You are dangerous.
<i>Denial of individual racism</i> A statement made when Whites deny their racial biases	"I'm not a racist. I have several Black friends." "As a woman, I know what you go through as a racial minority."	I am immune to races because I have friends of color. Your racial oppression is no different than my gender oppression. I can't be a racist. I'm like you.
<i>Myth of meritocracy</i> Statements which assert that race does not play a role in life successes	"I believe the most qualified person should get the job." "Everyone can succeed in this society, if they work hard enough."	People of color are given extra unfair benefits because of their race. People of color are lazy and / or incompetent and need to work harder.
<i>Pathologizing cultural values / communication styles</i> The notion that the values and communication styles of the dominant / White culture are ideal	Asking a Black person: "Why do you have to be so loud / animated? Just calm down." To an Asian or Latino person: "Why are you so quiet? We want to know what you think. Be more verbal." "Speak up more." Dismissing an individual who brings up race / culture in work / school setting.	Assimilate to dominant culture. Leave your cultural baggage outside.

Helpful & Hindering Aspects of Multicultural Supervision

(Wong, Wong, & Ishiyama, 2013)



- Theoretical Framework for Study
 - Person-centered mentoring model (PMM)
- Tenets
 - Supervisors are “intentional” mentors
 - Core conditions build climate of safety and trust
 - Core conditions give supervisees a “voice” in regard to their cultural beliefs and traditions
 - Non-directive approach facilitates self-actualization and self-evaluation
 - Mentoring facilitates personal and professional development



20 Positive Themes

- Relationship
 - Safe trusting relationship (56%)
 - Treated w/ respect (36%)
 - Freedom to grow (36%)
- Competence
 - Clear helpful feedback (72%)
 - Valuable learning (52%)
 - Sup role played demonstrated etc (36%)
- Personal attributes of supervisor
 - Appreciative, accepting, encouraging (80%)
- Mentoring (64%)



15 Negative Themes

- Personal difficulties because of minority status (64%)
 - Linguistic/cultural diff w/ clients and in group sup
 - Especially on passive/assertive dimension
- Bad or harmful supervisors
 - Rigid/judgmental (60%)
 - Unprofessional; unethical (48%)
 - Feeling “unsafe, worried, stressed out” (56%)
- Lack of cross-cultural competencies (56%)
 - Stereotyping (16%)
 - Absence of diversity in the department (8%)
- Conflicts politics and discrimination (52%)
 - Conflict with supervisor’s approach to treatment (28%)

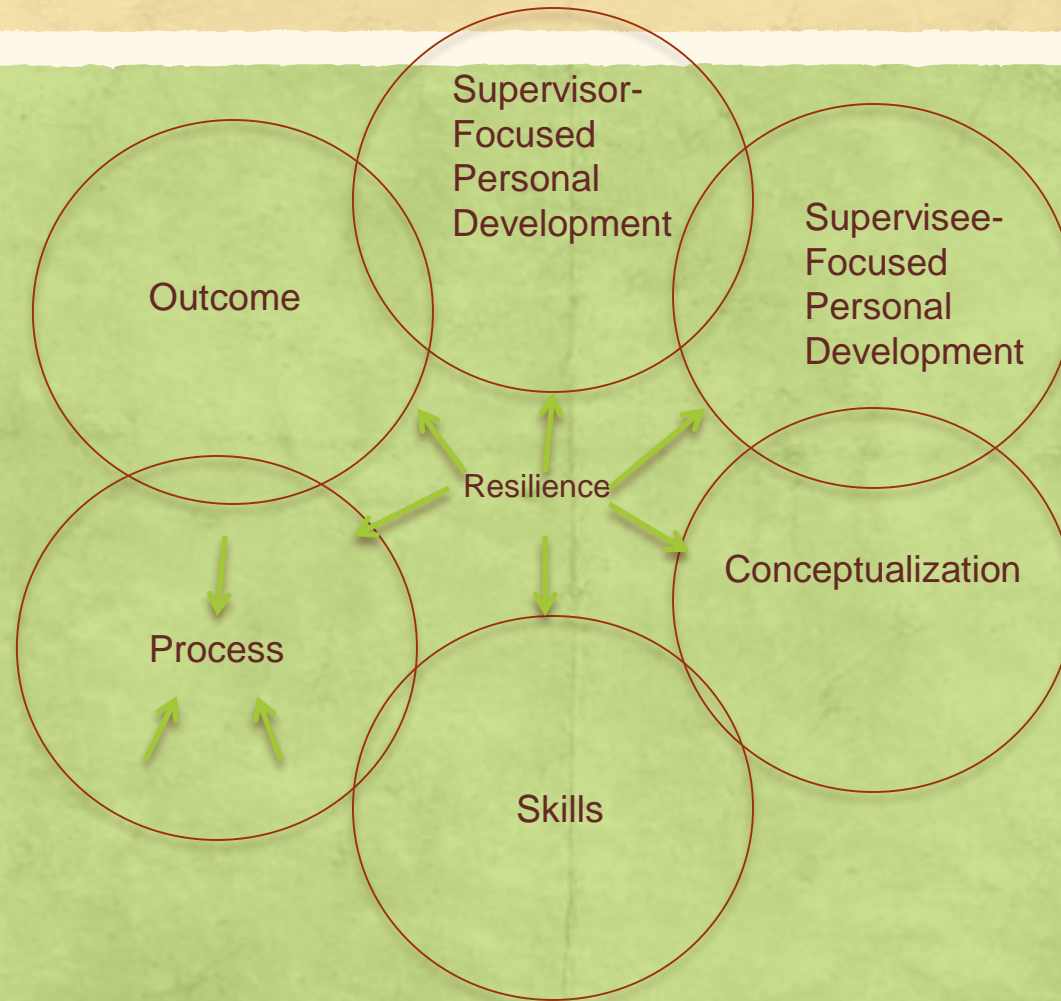


Person-Centered Mentoring Model (Wong et al., 2013, p. 79)

- Focuses on “how the supervisees are treated rather than how they are trained”
- “...primary focus is on personal encounters and a genuine caring relationship”
- “I recognize the power that mentors had in inspiring me to strive for my dreams. Having people who believed in me gave me a sense of hope when discouragement set in” (Corey, Haynes, Moulton, & Muratoni, 2010, p. 44).



Queer People of Color Resilience-Based Model of Supervision (Singh & Chun, 2010)



Within each circle include influence of:
Awareness of Privilege & Oppression, Supervisor Empowerment, & Affirmation of Diversity

Activity: QPOC Supervisor Questions for Reflection (W5)

Singh, A. & Chun, K.Y.S. (2010). "From the Margins to the Center": Moving towards a resilience-based model of supervision for queer people of color supervisors, *Training and Education in Professional Psychology*, 4, 36-46. doi: 10.1037/a0017373

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SINGH AND CHUN

Questions for Supervisor Reflection: Each series of questions corresponds to an Integrative Affirmative Supervision (IAS) process within a domain of Multicultural Supervision Competency (MSC).

Table 1
Application of QPOC Resilience-Based Model of Supervision

MSC domains and IAS processes	Questions for supervisor reflection
Supervisor-Focused Personal Development	
Awareness of Privilege and Oppression	Which identities allow me to experience privilege? Which identities expose me to oppression? How do I feel about these experiences?
Affirmation of Diversity	With which aspects of diversity do I still struggle? How can I continue to challenge myself regarding bias and other areas of discomfort? How can I work through differences to develop a strong supervisory relationship?
Supervisor Empowerment	Think about a resilience experience in which I successfully challenged myself to reflect upon and learn from my shortcomings. How can I draw upon that experience to continue developing as a supervisor?
Supervisee Focused Personal Development	
Awareness of Privilege and Oppression	What feelings are triggered as I try to help my supervisee become aware of personal experiences with privilege and oppression?
Affirmation of Diversity	How do I feel about my supervisee's current level of awareness of and competence in working with diversity issues? How do these feelings help or harm the supervisory relationship?
Supervisor Empowerment	Think about a resilience experience in which I demonstrated both patience and courage in challenging others? How can I draw upon that experience to support supervisee development?
Conceptualization	
Awareness of Privilege and Oppression	As I shift into a didactic role with my supervisee, am I conscious of ways in which my evaluative power affects conversations about conceptualization? How do my experiences with oppression inform conversations about culturally competent and affirmative case conceptualization?
Affirmation of Diversity	What are my reactions to the supervisee's current level of skill regarding case conceptualization of diversity issues? How do these feelings help or harm the supervisory relationship?
Supervisor Empowerment	Think about a resilience experience in which I successfully negotiated power dynamics based on both identity and professional role. How can I draw upon that experience to support the development of case conceptualization skills?
Skills	
Awareness of Privilege and Oppression	Am I conscious of ways in which my evaluative power affects the way in which feedback is received by my supervisee? How might my experiences with oppression affect my awareness of evaluative power?
Affirmation of Diversity	What are my reactions to the supervisee's current level of skill regarding the use of culturally competent and affirmative interventions? How do these feelings help or harm the supervisory relationship?
Supervisor Empowerment	Think about a resilience experience in which I successfully negotiated power dynamics based on both identity and professional role. How can I draw upon that experience to support the development of therapeutic intervention skills?
Process	
Awareness of Privilege and Oppression	What feelings are triggered as supervision shifts to include open discussions about sexual orientation and race/ethnicity? How do these feelings affect my ability to facilitate open, non-judgmental discussions that support growth?
Affirmation of Diversity	What are my reactions to the ways in which my supervisee chooses to share in supervision? How do I feel about the level of depth in our conversations? Have I explored ways in which supervisor or supervisee background may affect these dialogues? How might similar or dissimilar experiences of privilege and oppression affect our ability to understand and communicate with each other?
Supervisor Empowerment	Think about a resilience experience in which I balanced my desire for connection with an understanding of the other person's background and comfort level. How can I draw upon that experience to collaborate in the development of open and inviting dialogues?
Outcome	
Awareness of Privilege and Oppression	What feelings are triggered as supervision enters into the phase in which the supervisor's evaluative power is strongest? How do I manage these feelings while negotiating ongoing shifts in power with supervisees who may be experiencing their own emotional reactions?
Affirmation of Diversity	What resources can I draw upon to ensure evaluations promote supervisee growth in a way that is respectful of individual differences in background and values?
Supervisor Empowerment	Think about a resilience experience in which I approached a complicated issue in a sensitive, thoughtful, and deliberate manner. How can I draw upon that experience to openly provide feedback in a way that is supportive of supervisee training goals?

Best Practices: Tending to the Personal & Professional Development of the Therapist(s)

Beginning of Supervision

- Locate self
- Express cultural humility
- Clarify expectations
- Show method of evaluation
- Use supervision contract
- Establish group norms
- Teach how to provide feedback

Middle of Supervision

- Check in periodically
- Provide formative evaluation
- Tend to teach-treat boundary
- Engage in reflection on practice
- Consult
- Mentor

Best Practices

Tend to Ruptures in the Supervisory Alliance

- Self-reflection
- Self-interrogation
- Consultation
- Consider modeling or use parallel process
- Repair
 - “Turn a distressing moment into an empathic moment”

Ending/Wrapping Up

- Invite reflection-on-practice
- Provide summative evaluation
- Affirm strengths
- Set goals for next phase
- Launch!

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Thank You!



**You are a child of the
universe
no less than the trees
and the stars;
you have a right to be
here.
And whether or not it is
clear to you,
no doubt the universe is
unfolding as it should.**