SUPERVISION AND MULTICULTURAL ISSUES

Shelley Victor, EdD, CCC-SLP
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LEARNING OUTCOMES

1. Define multicultural supervision
2. Identify successful and unsuccessful behaviors in the multicultural dyad
3. Discuss challenges which surface in multicultural supervision
4. Explain strategies to foster a productive supervisory relationship
5. Summarize the research findings on multicultural supervision
“I feel that my supervisor and I did not acknowledge and honor our different assumptions, beliefs, and values, nor did we explore how these factors informed the way that we conceptualized clients” (Hird, Cavalieri, Dulko, Felice, & Ho, 2001, p. 118)
“When I eventually broached the topic of unintentional racism with my supervisor (which I believed played an insidious role in our supervision), I heard a slight gasp of discomfort.”

(Hird et al., 2001, pp. 120-121)
“Early in my training, I was supervised by a White professor who had practiced for well over 20 years. However, it was not until late in his career that he had come to see the importance of attending to cultural variables in himself, his clients, and his supervisees. Our discussions ultimately formed the basis of a trusting supervisory relationship. His disclosure of where he was in the process of multicultural supervision....was instrumental in my developing a sense of respect for him”. (Hird et al., 2001, p.123)
“One dynamic that I have recognized within my own supervision has been one of dominance-subordination. I believe it can become especially critical in multicultural relationships in which the supervisor is from a minority background” (Hird et al., 2001, p. 120)
“My supervisor was visibly uncomfortable as we discussed my client’s experience of racism. He expended considerable energy trying to reframe the issue for me and my client” (Hird et al., 2001, p. 122)
“Most of our supervisors were Jewish, there was a clear demarcation between the supervisor and the Jewish students and Jewish supervisor and the rest of us. I think a lot of us felt that”. They were promoted faster”. (Hernandez, Taylor, & McDowell, 2009, p. 94)
SUPERVISION

- Interactive process between the supervisor and supervisee which relates to the client and clinical process (McCrea & Brasseur, 2003).
DEFINITION MULTICULTURAL SUPERVISION

- Also known as cross-cultural supervision
- Is it just race and ethnicity or do we consider age, religion, gender, sexual orientation, socioeconomic status?
- In its best practice, we seek to understand the other’s culture
- Awareness of cultural assumptions and biases (Ancis & Marshall, 2010)
- Understanding of cultural differences within and between groups (Hird et al., 2001)
Research

- Mixed methods
- Social sciences
- Evidence-based
- Includes the supervisory relationship and client relationship
ANXIETY PROVOKING TOPICS

- White racial identity - racial attitudes toward self develop relative to racial attitudes toward Blacks (Utsey & Gernat, 2002)
- White privilege
- Racism
- Oppression
- Inequity
- Stereotyping
RACIAL EXPERIENCE OF THERAPISTS

- Qualitative study with students in marriage and family therapy which was Euro-centered
- Eight participants participated in interviews and were asked to comment about themes related to race
- Participants of color reported that they experienced racism through lack of racial awareness or inattention paid to race, some reported treatment which was different
- Some felt marginalized since the program was Euro-centered.
- Those of color supported each other and some developed inner strength.
- Some had to make sense of the situation and tried to understand the supervisor’s perspective

(McDowell, 2004)
Differences in competence

- Supervisors who were racially and ethnically mixed reported to be more multiculturally competent in supervision than White supervisors. More time was spent discussing cultural issues (Hird, Tso, & Gloria, 2004; Ladany, Brittan-Powell, & Pannu, 1997)

- Conducted a survey which asked about amount of time spent discussing cultural issues- also adapted Cross-Cultural Counseling Competence Inventory
SUPERVISOR CULTURAL RESPONSIVENESS

- Examination of culturally responsive and culturally unresponsive supervision using semi-structured interview
- 13 supervisees of color and 13 supervisees who were European American
- Findings: cultural issues were discussed in both groups but the relationship with the supervisor improved after a culturally responsive event
- If the supervisor did not want to discuss culture then supervisees viewed this negatively which then affected the supervisory relationship

Burkhard et al., 2006
Black supervisees felt that their White supervisors avoided discussion of racial issues (Constantine & Sue, 2007)

The extent to which race and culture is discussed in the supervisory relationship varies

Do White supervisors feel less culturally competent?
RACIAL MICROAGGRESSIONS

- Can be verbal or nonverbal – does not need to be intentional
- Person usually not aware that they are doing this
- How do microaggressions manifest- subtle insults, put downs, underrespected
- Can be a microassault- takes the form of rudeness, demeaning of a person’s identity
- Can be microinvalidation- negates someone’s thoughts about their race- when people are color blind

(Sue et al., 2007)
CHALLENGES IN MULTICULTURAL SUPERVISION

- Barriers to discussion are fear of not discussing the topic properly and feeling ignorant (Heffron, Grunstein, & Tilmon, 2007)
- “Conversations about multiculturalism may initially be awkward or uncomfortable” (Hird et al., 2001, p. 122)
- “Color blind” reasoning is used to not discuss the issue (Estrada, Wiggins Frame, & Williams, 2004)
CHALLENGES

- White supervisors could use the power differential to assert White privilege; however, the supervisor is unaware of asserting any privilege. (McIntosh as cited in Hird et al., 2001).
- Understand that there is a power differential
CHALLENGES

- Percentage of time devoted to cultural issues in the supervisory relationship is limited
- Understand cultural differences on initiative, passivity, criticism (Arkin, 1999)
- Supervisee is more developed in his/her ability to discuss cultural issues
- Focus in speech-language pathology and audiology has been on the client and not supervisory relationship
OTHER STUDIES HAVE FOUND:

- Racial and ethnic minority supervisee felt that if their racially different supervisor liked them then they were satisfied with the supervision (Cook & Helms, 1998)

- Could not predict supervisee anxiety or perceived support based on race (Hilton, Russell, & Salmi, 1995)
IMPLEMENTING STRATEGIES

- Develop environment of emotional safety and accept someone else’s truth (Stroud, 2010)
- Suggest using stories about culture to enhance awareness
- Need to have awareness of one’s self (Sommer et al., 2009)
- Incorporate reflective practice
- Supervisors may be unaware that they are not culturally sensitive thus complete a culture genogram
STRATEGIES

- Developing cultural empathy through analogies (Suthakaran, 2011)

- Example of carrot - two guys are after the same carrot dangling from the ceiling, one guy is standing on a table, realizes he has an unfair advantage and then gives the other guy a stool so they are on equal footing

- Just raising the topic of culture improved supervisee satisfaction (Duan & Roehlke, 2001)

- Respect and open communication - active disclosure
STRATEGIES

- Awareness of racism and oppression — (Ancis & Marshall, 2010)
- Supervisors should disclose the limits of their knowledge-discuss cultural biases and cultural experiences
- Supervisor’s responsibility to address the issue
- Conversation should occur early -if not there could be miscommunication (Hird et al., 2001)
- Develop ability to accept people's perception of their truth as they live it (Stroud, 2010)
STRATEGIES

- Safe place to take risks - emotional safety
- Review literature, film, media
- Role play
- Experiential learning:
  - Attend an event where you are the racial minority
  - Attend a religious event not part of your faith
  - Wear a rainbow pin for a week (Laszlofyy & Habekost, 2010)
STRATEGIES

- Assess yourself:
  - Multicultural Awareness Knowledge Skills Survey
  - Supervisor Multicultural Competency Inventory
CULTURAL COMPETENCE CHECKLIST

- I understand that there are several American English dialects. I recognize that all English speakers use a dialect of English.
- I understand that the use of a foreign accent or limited English skill is not a reflection of:
  ___ Reduced intellectual capacity
  ___ The ability to communicate clearly and effectively in a native language

“An important component of my supervision model includes developing a strong trusting relationship with my supervisee. I notice that there are differences that exist between the two of us, such as gender, race, ethnicity, and age. I’m wondering how that might affect our ability to develop a strong working relationship. Let me tell you some of my thoughts. I would like to hear yours as well”. (Hird et al., 2001, p.124)
QUESTIONS

- topcoder.com
REFERENCES


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