SUPERVISION, DIVERSITY AWARENESS, AND PRACTICE: THE ETHICAL CASE FOR CULTURAL COMPETENCE

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ACA CODE OF ETHICS: WHAT DOES IT SAY?

WHAT/WHO IS DIVERSE?

• Culture/Cultural/Multicultural - 36
• Diverse/Diversity - 29
• Disability - 5
• Spirituality - 4
• Religion/Religious - 3
• Socioeconomic status - 3
• Ethnic/Ethnicity - 2
• Race/Racial - 2
• Gender - 2
• Sexual orientation - 2
• Language preference - 2 (8*)
• Gender identity - 1
• Marital/partner status - 1
• Immigration status - 1

WHAT DO THE NUMBERS SAY?

• Ethnic/racial minority
  – African Americans – 13+% 
  – Hispanic/Latino – 18% 
  – Asian – 4% 
  – Native American – 1%
• Disability – 19+% 
• Sexual minority - 5% to 15%
• Low SES – 13% 
• Immigrants – 13% 
• Belief in God – 80 to 90%

• About 50% of clients from minority groups terminate after one session 
  – Compared to 30% of Whites
THE NUMBERS ON RELIGIOSITY.

- In the U.S.
  - Christian – 70+%
  - Jewish – 2%
  - Muslim – 1%
  - Buddhism – 0.7%
  - Hinduism – 0.7%
  - Atheists – 3%
  - Agnostics – 4%

ACA CODE OF ETHICS: SECTION F

- F.1.a.: Client Welfare
  - ...review the supervisees’ work and help them become prepared to serve a range of diverse clients.
- F.2.b.: Multicultural Issues/Diversity in Supervision
  - Counseling supervisors are aware of and address the role of multicultural/diversity in the supervisory relationship.
- F.6.b.: Gatekeeping and Remediation
  - ...recommend dismissal... when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients.
- F.11.c.: Multicultural/Diversity Competence
  - Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices.

MULTICULTURAL AND SOCIAL JUSTICE COUNSELING COMPETENCIES (2015)

ADDRESSING:
- POWER
- PRIVILEGE
- OPPRESSION
THE MULTICULTURAL COMPETENT SUPERVISOR

• Help students/supervisees:
  – Understand personal beliefs/values
  – Identify biases
  – Increase knowledge of diversity issues
  – Develop culturally sensitive awareness and appropriate interventions
  – Learn how to advocate and/or promote client empowerment.

THE GOOD, THE BAD, AND THE BETTER
WHAT SUPERVISORS ARE DOING!

THE GOOD: WHAT SUPERVISORS ARE DOING RIGHT!

Think about a time that you thought went really well with a supervisee (either within the supervisory relationship or working with a supervisee on an encounter with a client).
- What was your experience?
- What attributed to it going well?
- What was the biggest take-away?
THE GOOD: WHAT SUPERVISORS ARE DOING RIGHT!

• Focusing on knowledge
  – Recognizing diversity
• Focus on self-awareness
  – How supervisees’ values and beliefs might influence client care

THE BAD: PROBLEMS IN SUPERVISION

• Now think about a time that you thought could have gone better, did not go according to plan, or you look back and wish you would have handled differently or addressed more directly?
  – What happened?
  – What did you want to happen?
  – What factors do you think attributed to this supervision miss?
  – Looking back, what would you do differently, if anything?

• Limited diversity in our profession.
  – Minority supervisees may have fewer role models they identify with culturally
• Discrepancies in supervisors’ and supervisees’
  – View of the relationship
  – View of content/instruction
• Lack of discussion/focus on diversity
• Applying knowledge and self-awareness to the counseling/ supervisory relationship
THE BETTER: HOW TO IMPROVE MC SUPERVISION

• Let’s Brainstorm!
  – What are ways that you think counselor educators and supervisors can improve their approach to supervision to demonstrate multicultural competency?
  – What are some factors to look at and address to improve MC supervision?
  – What are ways you can improve your own approach to supervision and the work you do with your supervisees?

THE BETTER: HOW TO IMPROVE MC SUPERVISION

MC supervisors strive to:

• Recognize there are multiple aspects of supervision
  – Discussion and skill practice
  – Relationship between supervisor and supervisee

• Address diversity early and often

• Be intentional in discussion

• Creating/identifying opportunities to discuss difficult MC topics

• Be responsible for supervisees’ exploration and experience of diversity

• Be a model for the supervisee

GETTING THE DISCUSSION STARTED

• Identify personal identities that affect the relationship
  – Ex. “I am wondering how our experiences as racially different women might influence our perceptions of the client.”

• Discuss how these identities impact the relationship
  – Ex. “How might these differences influence our relationship during supervision?”

• What other MC topics are important to discuss?
  – Ex. “How does your experience as a woman influence your conceptualization of your male client who has a history of domestic violence?”
TIPS FOR TURNING THE DISCUSSION TO SOCIAL JUSTICE ADVOCACY

- Make diversity a part of supervision
- Explore power and privilege
- Using reflective interactions/discussions
- Use structured instruments to open and focus the discussion
  - Handouts:
    - Diversity Watch Activity for Supervision
    - Group Supervision: Getting the Diversity Conversation Started

REFERENCES

REFERENCES

• Miller, L. J. (2012). Multicultural supervision: Influencing supervisor’s motivation to initiate discussions on culture and diversity (Doctoral dissertation). Texas A & M University, Corpus Christi, TX.