WHO AM I, AND WHY DOES THAT MATTER?
EXPLORING IDENTITY IN COUNSELOR SUPERVISION
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PARTICIPANT INTRODUCTIONS

Please share:

• Your name and work setting
• Experience with counselor education or supervision
• What are you hoping to get out of this session?
• Anything else you want us to know about you!
LEARNING OBJECTIVES

1. Emphasize the importance of multicultural competence in the counseling profession.

2. Explore ways to incorporate the MSJCC, increase counselor-awareness, and exploration of identity in counselor supervision.

3. Provide opportunity for experiential learning. Participants will be able to participate in select activities.
MULTICULTURAL COMPETENCE

- How do you define multicultural competence?
- Definitions
MULTICULTURAL COMPETENCE IS NOT LIKE RIDING A BIKE...

“Once you master the skill of riding a bike, you will always be able to ride a bike, or so the theory goes. But counselors would be mistaken if they apply that same logic to multicultural competence.”

Michael Brooks
Past President, AMCD
IMPORTANCE OF MULTICULTURAL COMPETENCE

According to the ACA Code of Ethics preamble, one of the core professional value of the counseling profession is “honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts.”
Section A: The Counseling Relationship
Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process
- A.2.c. Developmental and Cultural Sensitivity
- A.10.e. Bartering
- A.11.a. Competence Within Termination and Referral

Section B: Confidentiality and Privacy
Counselors communicate the parameters of confidentiality in a culturally competent manner.
- B.1.a. Multicultural/Diversity Considerations
- B.5.b. Responsibility to Parents and Legal Guardians
ACA CODE OF ETHICS (CONTINUED)

Section C: Professional Responsibility
- C.2.a. Boundaries of Competence

Section E: Evaluation, Assessment, and Interpretation
Counselors use assessment as one component of the counseling process, taking into account the clients’ personal and cultural context.
- E.5.b. Cultural Sensitivity
- E.9.a. Reporting
Section F: Supervision, Training, and Teaching
- F.2.b. Multicultural Issues/Diversity in Supervision
- F.7.c. Infusing Multicultural Issues/Diversity
  - F.11.b. Student Diversity
  - F.11.c. Multicultural/Diversity Competence

Section H: Distance Counseling, Technology, and Social Media
- H.2.a. Informed Consent and Disclosure
- H.5.d. Multicultural and Disability Considerations
MULTICULTURAL AND SOCIAL JUSTICE COUNSELING COMPETENCIES (MSJCC)
RATTS, SINGH, NASSAR-MCMILLAN, BUTLER, & MCCULLOUGH (2015)

2018 SACES Conference
Creating and Cultivating Equity: Activism in Practice
1. **Counselor Self-Awareness**: identifying one’s cultural values, beliefs and biases

2. **Client Worldview**: understand clients’ worldviews and identity development

3. **Counseling Relationship**: awareness of the extent to which shared and unshared identities; privileged and marginalized statuses; values, beliefs and biases; and culture influence the counseling relationship

4. **Counseling & Advocacy Interventions**: possess self-awareness, attuned to clients’ worldviews and are cognizant of how this shapes the counseling relationship; better equipped to respond to client needs
COUNSELING & ADVOCACY INTERVENTIONS
DOMAIN LEVELS

➢ **Intrapersonal level**: discuss own cultures and identities, inquire about clients and provide open conversations related to how, collectively, privileged and marginalized identities might work to enhance or barricade the counseling relationship

➢ **Interpersonal level**: take initiative to explore client relationships with family, friends, co-workers and their communities; help clients develop networks with caring individuals who share a similar privileged or marginalized identity and with whom they identify

➢ **Institutional level**: focus efforts on institutional rather than individual change

➢ **Community level**: focus attention on the norms and values in society and the influence of these factors on clients’ well-being

➢ **Public policy level**: focus on the rules, laws and policies that impact clients and other members of their group.
MSJCC COMPETENCIES

1. Attitudes and beliefs: awareness of the values, beliefs and biases that you possess about yourselves and your clients

2. Knowledge: being well-informed on the complexities surrounding counselor and client identity development, worldviews, the nuances of culture and the positive and negative effects of privileged and marginalized statuses

3. Skills: abilities to tailor interventions that align with the cultural worldview of clients

4. Actions: taking steps to operationalize attitudes and beliefs, knowledge and skills with clients
ACTIVITIES TO EXPLORE IDENTITY

These focus on counselor self-awareness (domain), intrapersonal (level), attitudes and beliefs (competencies).

Options:
❖ Who am I? (handout)
❖ Tree of Life (handout)
❖ Worldview
❖ Other ideas?
DISCUSSION QUESTIONS FOR SUPERVISEES

➢ What was it like for you to share personal things about yourself with me and/or with the group?

➢ What was it like to hear others share personal things with the group? (if applicable)

➢ How will you continue to incorporate aspects of the MSJCC in your work with clients?

➢ Other thoughts?
COUNSELOR SELF-AWARENESS: QUESTIONS TO ASK SUPERVISEES

- What are your thoughts and feelings about this client?
- How do your identities impact your work with this client?
- How are you similar/different?
- Others?
RESOURCES

Association for Multicultural Counseling and Development (AMCD)

Journal of Multicultural Counseling and Development (JMCD)

VISTAS Online – Multicultural Issues in Counseling (ACA Knowledge Center)

SACES Interest Network – Multicultural Counseling

TIP 59: Improving Cultural Competence (SAMHSA)
THANK YOU!


