Issues and Challenges of Different Multicultural Supervision Triads

Chia-Chih DC Wang, Ph.D.
University of Missouri-Kansas City
Multicultural Supervision

- All counseling & supervision are multicultural in nature (Chen, 2001)
- Supervisory working alliance
  - Client presenting problems affect preferred forms and structures of supervisory relationship (Tracey et al., 1989)
  - Mediate supervisor MC competence and supervisee satisfaction (Inman, 2006)
- Parallel process
  - Supervisors modeling avoidance of racial discussion → counselor’s discomfort and inability to address this topic w/ Ct (Bernard & Goodyear, 2004)
  - Only 12-37% of supervisors initiates racial discussions in supervision (Gatmon, 2001)
- Racial matching of supervision was not related to supervisee satisfaction and working alliance (Hudson, 2007)
- Supervisor’s racial identity awareness and development play a critical role (Hudson, 2007)
### Possible Supervisory Triads

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Supervisee</th>
<th>Client</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDG</td>
<td>SDG</td>
<td>SDG</td>
</tr>
<tr>
<td>SDG</td>
<td>SOG</td>
<td>SOG</td>
</tr>
<tr>
<td>#SOG</td>
<td>SDG</td>
<td>SOG</td>
</tr>
<tr>
<td>SOG</td>
<td>SDG</td>
<td>SOG</td>
</tr>
<tr>
<td>SOG</td>
<td>$SDG</td>
<td>SOG</td>
</tr>
<tr>
<td>SOG</td>
<td>SOG</td>
<td>SDG</td>
</tr>
<tr>
<td>SOG</td>
<td>SOG</td>
<td>SOG</td>
</tr>
</tbody>
</table>

SDG = Socially Dominant Group
SOG = Socially Oppressed Group
SDG-SOG-SDG

- **Issues & Potential Pitfalls:**
  - Let’s focus on Ct’s presenting concerns
  - What clinical techniques are most helpful?
  - Difference in communication styles
  - Dominant members have no cultural concern
  - Power differential (supervisory and social)
  - Minority counselors are more aware and sensitive to culturally unresponsive incidents (Burkard et al., 2006)
  - More aversive, personal impact from supervisor’s culturally unresponsive incidents
SOG-SDG-SOG

- **Issues & Possible Pitfalls:**
  - Been there done that, so I understand
  - Personal meaning and need of addressing cultures
  - Counter-transference
  - Cultural variable must play a critical role
  - I must help my supervisee to grow
  - This is a great MC opportunity
  - Focus on trust in the counseling relationship
  - Counselors of SDG tend to see discussions of cultural issues uncritical for positive supervisory relationship (Burkard, 2006)
Jackson’s Black Identity Development Model

- **Passive-acceptance stage**: the person accepts/conforms to White social, cultural, & institutional standards; feeling or self-worth comes from a White perspective.

- **Active-resistance stage**: the person is dedicated toward rejection of White social, cultural, and institutional standards; a great deal of anger (global anti-White feeling) is directed toward White society.

- **Redirection stage**: the individual attempts to develop uniquely African American values, goals, structures, and traditions; a period of isolationism may occur, anger gradually subsides & the sense of pride in Black identity and culture slowly develops.

- **Internalization stage**: once the sense of inner security developed, s/he can own and accept the pride of Blackness, and can stand against those adverse things (e.g., racism, oppression, and sexism); White and Black cultures are seen as not necessarily in conflict.
Helms’ White Identity Development Model

- **Contact status**: starting from the time when a person becomes aware that Black people (or other minorities) exist; tendency of ignoring differences “people are people”; aware of societal pressures that accompany cross-racial interactions; as a result of that, either withdrawing or approaching;

- **Disintegration status**: the person is forced to acknowledge that s/he is White; feeling guilty and depressed as the person becomes aware that racism exists; caught between internal moral standard (Blacks also deserve humanity) and external cultural expectations (White norm and privilege); resulting in 1) over-identify with Black; 2) develop partnerships with particular Blacks; 3) choose to retreat.
Helms’ WID Model (conti.)

- **Reintegration status**: those who choose the first 2 options in the previous stage will soon experience rejection and become hostile toward Black (& more positively biased toward White); a tendency to stereotype Black; holding fear and anger toward Blacks; as they more deeply exploring their own feelings and attitudes related to Whiteness, anger and fear toward Blacks dissipate.

- **Pseudo-independent status**: characterized by an intellectual acceptance and curiosity toward Blacks and Whites; interested in cross-racial similarity and difference; while being socially conscious and helpful to minorities, may unknowingly perpetuate racism by helping minorities adjust to the prevailing White standards; understanding and acceptance do not reach the affective domain.
Helms’ WID Model (conti.)

- **Immersion/Emersion status:** continuing personal exploration of issues related to racial being, focusing on what it means to be White and the ways by which one benefits from White privilege; increasing willingness to truly confront one’s own biases; becoming activistic in directly combating racism and oppression.

- **Autonomy status:** acceptance of one’s role in perpetuating racism; abandoning White entitlement; actively seeking opportunities to involve themselves in cross-racial interactions; knowledgeable about racial, ethnic, and cultural differences, valuing cultural diversity; secure of his or her own racial identity; approaching different cultural norms with appreciation and respect.
Racial Identity and MC Supervision Strategies
(Cook, 1994; Bernard & Goodyear, 1998)

- **Stage 1:**
  - ignore race/cultural issues; endorse “we’re all human being” and universality of all theories

- **Stage 2:**
  - discuss cultural issues only when working w/ POC or it’s the identified concern;

- **Stage 3 (re-direction & immersion-emersion):**
  - acknowledge cultural/ethnic difference in the triad
  - consider respective cultural assumptions, attitudes, and implications
  - may over-emphasize cultural factors

- **Stage 4 (internalization & autonomy):**
  - recognize multiple aspects of one’s identity; identify and process cultural conflicts; openly share own cultural attitudes
  - negotiates to develop a sensitive supervisory approach; advocate for oppressed groups
Address Cultural Issues in Supervision

- Supervisor’s own cultural/ethnic identity
- Assess supervisee MC strength/weakness
- Actively attend to cultural issues
  - The foundation for trust in supervision
  - Basis for informed inquires
  - Some are more central at different counseling phases
  - Parallel process
- A positive supervisory relationship
  - Tolerate being not as unhelpful (Batten, 1990)
  - Reciprocal influencing process
- Reflective Supervision Model
Reflective Supervision (1) Describing
(Bernstein & Lecomte, 1979; Chen, 2001; Smyth, 1989)

- **Goals:**
  - revisit the scene with increased objectivity
  - differentiate facts from perceptions

- **Possible inquires**
  - What happened?
  - What actually did the Ct say?
  - What did you observe your client do?
  - What are facts and which parts contain more personal perceptions/inferences?
  - How might the Ct describe the event differently?
  - How would an observant describe it?
Reflective Supervision (2) Informing

- **Goals:**
  - Direct attention inward
  - Increase supervisee’s awareness
  - Interactional perspective

- **Possible inquiries**
  - What were your reactions (thought, feeling, etc)?
  - What did you react to? At what level (e.g., universal, group, individual)?
  - What prompted you to act/react the way you did?
  - Why was this event important for you?
  - What are your previous experiences related to and/or affecting your reaction?
  - What might it mean from ct’s perspective?
  - What role your reactions play in this event?
  - What impact your reactions had on Ct?
Reflective Supervision (3) Confronting

- **Goals:**
  - Explore alternatives
  - Increase mindfulness
  - Deepen self-exploration and self-learning

- **Possible inquires**
  - What were your possible alternate reactions?
  - What were your considerations/struggles while choosing from alternatives?
  - How you interpret your reactions?
  - How the client might interpret your reactions?
  - What you learn about yourself in this process?
  - What might your client learn about you via this?
Reflective Supervision (4) Planning

- **Goals:**
  - Transform insight/learning into change
  - Personal and counseling implications

- **Possible inquiries**
  - What would you like to see happen next? On yourself, your clinical work, other aspect?
  - What should you attend to in the next few sessions?
  - What may keep you from doing it?
  - What are the implications of your learning or recognitions for your work with this Ct? and future practice with others?
  - How this change might influence your Ct?