Race and Culture in Supervision: Challenges and Opportunities

Arpana G. Inman
Lehigh University

Paper presented at 116th American Psychological Association Conference
Boston, MA
August 15, 2008
Models of Supervision

- Psychotherapy-theory based Supervision (Bradley, 1989; Ekstein & Wallerstein, 1972; Watkins, 1997)

- Social Role Supervision Models (Holloway, 1997; Bernard, 1997)

- Developmental Models (Hogan, 1964; Loganbill, Hardy, & Delworth, 1982; Skovholt & Rønnestad, 1992; Stoltenberg, 1981)
Models w/MC focus

- Counselor developmental model (Carney & Kahn, 1984): a) knowledge of cultural groups, b) attitudinal awareness, c) cross-cultural sensitivity, and d) specific cross-cultural counseling skills.
- Multicultural training model (Sabnani, Ponterotto & Borodovskiy, 1991): white counselors & white racial identity model
- World view congruence triadic model (Brown & Landrum-Brown, 1995): values, guiding beliefs, how one knows, reasoning process, ontology (nature of reality), concept of time, & concept of self
- Multicultural Counselor Competency: (Constantine & Ladany, 2001): Self-awareness, knowledge, understanding of unique client personal & situational variables, therapeutic alliance, self-efficacy, and skills
Limitations to models

• Focus on supervisee multicultural competence without focus on supervisor’s competence

• Exclusively focus on race and ethnicity

• No comprehensive framework provided for approaching multicultural issues within a supervisory context

• Tend to provide global suggestions to overcome difficulties

• Lack empirical support
Supervision

- All supervision is multicultural (Falicov, 1995)

- Culturally responsive supervision:
  - supervisors mentoring, guiding, supporting, and facilitating learning of culturally specific issues within supervisory process (Fukuyama, 1994)
Research on Multicultural Supervision

- Vander Kolk (1974)
- McRoy, Freeman, Logan, & Blackmon (1986)
- Cook and Helms (1988)
- Fukuyama (1994)
- Jeanquart-Barone (1996)
- Constantine (1997)
- Ladany, Inman, Constantine, & Hofheinz’s (1997)
- Ladany, Brittan-Powell, & Pannu (1997)
- Daniels, D’Andrea, and Kim (1999)
- Inman (2006)
- Constantine & Sue, 2007
- Sue, Bucceri, Lin, Nadal, & Torino, (2007)
Opportunities in Multicultural Supervision

• Early discussion and initiation of cultural discussions (e.g., supervisor and supervisee racial-ethnic backgrounds and expectations)
  — help establish a base for the development of trust and empathy.
  — reduced fear of discussing multicultural factors in supervision

• Levels of racial identity awareness and culturally relevant supervision
  — Strengthens working alliance
Opportunities in Multicultural Supervision

- Supervisor’s openness and support for cultural issues,
  - provides opportunities to work in multicultural activities
  - increases supervisee perception of their own multicultural competence

- Cultural differences in worldview, communication styles, counseling goals, perceptions of role of supervisor and supervisee
  - influence supervisory outcome (satisfaction)
  - supervisee perceptions of the supervisor as supportive and empathic.
Challenges in Effective Multicultural Supervision

• Unintentional “ism’s” and biases
  – Overemphasis/underemphasis on cultural explanations for psychological difficulties

• Internalized racial oppression
  – An inability to appropriately present questions and responses that elicit valuable information or feedback

• Lack of interpersonal awareness within the supervisory relationship
  – An insensitivity to supervisee’s nonverbal cues
  – Undiscussed racial-ethnic issues
  – Passing premature judgments
Challenges in Effective Multicultural Supervision

• Differences in values, interactional styles, acculturation, educational & SES levels
  – *Miscommunications, hostility, mistrust*

• Lack of acknowledgement of power differentials at cultural and professional levels
  – *Lack of self disclosure, safety, trust; Guarded communication*

• Unwillingness to express need for help
  – *Biases, perpetuations of “ism’s”*

• Supervisees generally have more multicultural training than supervisors
Need for Multicultural Competence as Ethical Practice

- Changes in U.S. diversity (U.S. Census Bureau, 2001).

- “If culture is part of the environment, and all behavior is shaped by culture, then culture-centered counseling (supervision) is responsive to all culturally learned patterns” (Pedersen, 1997, p. 256).

- “Cultural lens” as a central focus of professional behavior.
APA and Multicultural Competence

• 1990: Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations

• 1992: Revision of the Ethics code included
  – Principle D: Respect of People’s Rights and Dignity, “Psychologists are aware of cultural, individual, and role differences, including those related to age, gender, race, ethnicity, national origin, …” (p. 1598).
  – ethical standards related to cultural diversity in competence (1.08), assessment (2.04), and research (6.07 and 6.11).

• 2002: Revision of the Ethics code
  – Adopted Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists as APA policy.
Six Dimensions of Multicultural Supervision Competencies (Ancis & Ladany, 2001)

- **Supervisor-Focused Personal Development:** Supervisor’s self-exploration regarding her or his own values, biases, and personal limitations.
  - *Supervisors participates in educational, consultative, and training experiences that promote one’s self-exploration and knowledge.*

- **Supervisee-Focused Personal Development:** Supervisor fosters self-exploration, awareness, and knowledge of supervisees.
  - *Supervisor facilitates the exploration of supervisees’ identity development (e.g., race, ethnicity, gender, sexual orientation).*
Six Dimensions of Multicultural Supervision Competencies (Ancis & Ladany, 2001)

• **Conceptualization:** promoting an understanding of the impact of individual and contextual factors on client’s lives
  
  – *Supervisor encourages supervisees’ to discuss clients’ individual, group, and universal identities in case conceptualizations*
  
  – *Supervisor promotes supervisees’ understanding of how stereotyping influences case conceptualizations, treatment objectives, and choice of interventions*

  – *Supervisor discusses with supervisee the implications of an over-reliance or under-reliance on cultural explanations for psychological difficulties*
Six Dimensions of Multicultural Supervision Competencies (Ancis & Ladany, 2001)

- **Skills**: encouraging flexibility with regard to psychotherapy interventions
  - Supervision encourages use of nontraditional or alternative therapeutic interventions (e.g., group participation, indigenous helping networks)

- **Process**: relationship between supervisor and supervisee characterized by respect and open communication.
  - Supervisor attends to the use of power in supervision and the development of a supervisory climate
    - where diversity issues can be addressed; jointly establishes objectives and criteria for supervisee performance; develops mechanisms for feedback regarding performance of supervisees’ and self; handles supervisees’ self-disclosure with respect and sensitivity
Six Dimensions of Multicultural Supervision Competencies (Ancis & Ladany, 2001)

- **Outcome/Evaluation**: evaluating supervisees on their multicultural psychotherapy competence
  - *Supervisor includes multicultural psychotherapy competence as a supervision outcome*
  - *Supervisor recommends appropriate remedial training to supervisees’ who do not demonstrate multicultural counseling competence*
Models of Identity Development

• Knowledge of simple demographic or nominal variables (e.g., race) insufficient to predict behavior.

• More Explanatory Models:
  – Racial Identity (e.g., Cross, 1971, 1995; Helms, 1990, 1995; Helms & Cook, 1999)
  – Gender Identity (e.g., Downing & Roush, 1985; McNamara & Rickard, 1989; Ossana, Helms, & Leonard, 1992)
  – Sexual Orientation Identity (e.g., Cass, 1979; Chan, 1989; Rust, 1993; Troiden, 1988)
  – Ethnic Identity (e.g., Phinney, 1989, 1992; Sodowsky, et al., 1995)

• Needed:
  – Scheme to help organize and manage multiple models
  – Go beyond identity (feelings, thoughts, and behaviors)
  – Apply across multiple demographic variables
    • gender, race, sexual orientation, ethnicity, disability, socioeconomic status
Heuristic Model of Non-Oppressive Interpersonal Development
(Ancis & Ladany, 2001)

• Socially Oppressed Groups (SOG)
  – Female
  – Person of color
  – Gay/Lesbian/Bisexual/Transgendered
  – Non-European American
  – Person with a Disability
  – Working Class

• Socially Privileged Groups (SPG)
  – Male
  – White
  – Heterosexual
  – European American
  – Physically Abled
  – Middle to Upper Class
Means of Interpersonal Functioning (MIF)

• For each demographic variable, people progress through similar phases

• Common Features Between SOG & SPG
  – e.g., ., both women and men will exhibit complacency regarding societal change in less advanced stages of MIF

• Unique Features Within Socially Oppressed and Socially Privileged Groups
  – e.g., generally, women feel less empowered and men will perceive greater entitlement
Means of Interpersonal Functioning (MIF)

- People can be more advanced in terms of their MIF for one demographic variable (e.g., sex) than their MIF for another variable (e.g., race).
  - e.g., a White woman may have an understanding of the limiting effects of sex role socialization but lack an awareness of White privilege

- Social Context: restrictively applied to people who live in the United States

- Assumption: the work in supervision can be characterized based on supervisees’, and supervisors MIF for each demographic variable
4 Stages of Means of Interpersonal Functioning

• (1) Adaptation
  – Features: apathy regarding the socially oppressive environment, superficial understanding of differences among people, endorsement of oppressive contingencies, active participation in oppressive acts
  • Examples: “we all belong to the human race,” “homosexuality is a sin,”
    – Client: unlikely to be aware of racial dynamics in the therapy dyad
    – Trainee: unlikely to attend to multicultural issues in conceptualizing clients
    – Supervisor: minimize or dismiss a trainee’s expression of multicultural competence
4 Stages of Means of Interpersonal Functioning

- **(2) Incongruence**
  
  - Features: previous beliefs about oppression and privilege seem incongruent; conflict; confusion; dissonance; some awareness; no real commitment to advocacy

- **Examples:**
  - *a White friend tells an African American person that she never thought of her as African American; publicized salary differences between women and men*
  
  - Client: present with some anxiety related to a recent multicultural event
  - Trainee: may include demographic information in case conceptualizations, however, the information is not well differentiated or integrated
  - Supervisor: attempts to have trainee collude with their rationalizations regarding SOG member
4 Stages of Means of Interpersonal Functioning

• (3) Exploration
  – Features: anger may be a prominent emotion, some of which is founded on current recognition of oppressive situations but also fueled by guilt or shame for not having recognized the oppressive state of affairs previously; hypervigilance, hyperawareness, seek “encounter-like” events.
  • Examples: reach out to the gay and lesbian community, associate with other people who are disabled, examine White privilege
    – Client: heightened awareness of racial issues in the therapy dyad
    – Trainee: struggle with integrating multicultural issues with personal issues
    – Supervisor: eager to “cause insight” in trainee
4 Stages of Means of Interpersonal Functioning

• (4) Integration
  – Features: proficiency in associating with multiple SOGs & SPGs, insight into oppressive interactions, committed pursuit of non-oppression in the environment
    • Examples: engage in advocacy for oppressed groups; present counter-arguments to misinformed stereotyping
      – Client: seek counselors who are advanced in their MIF
      – Trainee: accurate empathy with clients from multiple SOG & SPG groups, conceptualizations cognitively and integratively complex with respect to multicultural issues
      – Supervisor: can work with trainees at multiple MIF, advocate in training environment
4 Types of Supervisee-Supervisor Interpersonal Interaction Dynamics

- (Cook, 1994; Helms, 1990; Helms & Cook, 1999)
- **Progressive**
  - supervisor is at more advanced stage than supervisee (e.g., supervisor-integration, supervisee-adaptation)
- **Parallel-Advanced**
  - supervisor and supervisee are at comparable advanced MIF stages (e.g., integration, exploration)
- **Parallel-Delayed**
  - supervisor and supervisee are at comparable delayed MIF stages (e.g., adaptation, incongruence)
- **Regressive**
  - supervisee is at a more advanced stage than supervisor (e.g., client-integration, counselor-adaptation)

⚠️ Implications: best & worst supervision process and outcome