Multicultural Supervision

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Objectives

- Participants will utilize techniques of Multicultural supervision in their own practice.
- Participants will discuss and compare the different models and approaches that make up the foundation for multicultural supervision.
- Participants will explain the importance of providing multicultural supervision.
- Participants will define and examine different definitions and aspects of culture.
- Participants will use tools to assess their own multicultural supervisory competence.

Introductory Questions

- What primary knowledge and skills do you need to become a culturally competent supervisor?
- How might you go about identifying and examining your personal hidden agendas, biases, and prejudices that result in countertransferences in the supervisory relationship?

What is Culture?

- Culture: "the belief systems and value orientations that influence customs, norms, practices, and social institutions, including psychological processes (language, caretaking practices, media, educational systems) and organizations (media, educational systems)" (American Psychological Association, 2002).
- All individuals are cultural beings and have a cultural, ethnic, and racial heritage.
- Culture: "the embodiment of a worldview through learned and transmitted beliefs, values, and practices, including religious and spiritual traditions" (American Psychological Association, 2002).
- It encompasses a way of living informed by the historical, economic, ecological, and political forces on a group.
- Culture is fluid and dynamic, and that there are both cultural universal phenomena as well as culturally specific or relative constructs.

What can be included in one’s Culture?

- Ethnicity
- Socioeconomic Status
- Race
- Age
- Sexuality
- Gender/Gender Identity
- Disability/Health
- Religion/Spirituality
- The infinite amount of sub-cultures within a culture AND any way an individual identifies himself or herself through his or her perceptual experiences.
Multicultural Supervision

- All supervision should be multicultural. The supervision setting is an ideal place to address cultural issues and reinforce what is learned during coursework (Christiansen, Thomas, Kafescioglu, Karakurt, Lowe, Smith, & Wittenborn, 2011).
- The purpose of supervision is to foster the development of young professionals and it is the supervisor's responsibility to educate supervisees about multicultural issues during supervision.
- Supervision is often conceptualized as a culturally-centered triadic relationship.

What does supervision address?

- Any problems, feelings, or tensions between the relationships within the triad that are conflicting or thought to be conflicting which can hinder the development of working alliances and therapeutic and supervisory growth.
- The creation of culturally-attuned interventions across relationships within the triad.
- Cultural awareness
  - “a cognitive phenomenon in which culturally relevant content is brought into awareness and processed intellectually” (Christiansen et al., 2011, p. 110).
- Cultural sensitivity
  - “an emotional reaction resulting in a culturally meaningful experience, promoted through symbolic or analogic forms of communication because these foster the expression of “the intuitive and affective aspects of cultural issues which are sometimes difficult to capture with words” (Christiansen et al., 2011, p. 110).

Pennsylvania Law Regarding Supervision

*The minimum supervisory requirements acceptable to the Board:
(1) The supervisor shall ensure that the employee possesses skills commensurate with the work assigned.
(2) The supervisor shall plan all service delivery procedures in consultation with the employee. The supervisor shall acquire knowledge of clients/patients, through face-to-face contact when necessary, sufficient to carry out this duty effectively.
(3) The supervisor shall establish and maintain a level of supervisory contact consistent with professional standards. These standards require regular face-to-face consultation with the employee, either individually or in a group. In particular, the supervisor shall acquaint the employee with the Code of Ethics found in § 41.81 (relating to Code of Ethics) and shall, under that section, be accountable for ethical violations by the employee.
(4) The supervisor shall be available for emergency consultation and intervention.
(5) The supervisor shall maintain an ongoing record detailing the activities in which the employee is engaged, the level of competence in each, and the outcome of all procedures.

Pennsylvania Law Continued

(6) The supervisor shall ensure that the employee signs all reports, records and other communications prepared by the employee for distribution or maintenance within the employment setting. Written communications prepared by the employee for distribution outside the employment setting shall be signed by the employee and countersigned as “reviewed and approved by” the supervisor.
(7) The supervisor shall ensure that the employee's supervised status is made known to clients/patients and that the employee’s title clearly indicates this status. The supervisor shall provide clients/patients with specific information regarding the employee's qualifications and functions.
(8) The supervisor shall inform clients/patients of the employee about the possibility of noncompliance with this section, and the sanctions for such noncompliance. The supervisor shall provide clients/patients with information regarding the employee's qualifications and functions.
(9) The supervisor shall inform clients/patients of the employee about the possibility of noncompliance with this section, and the sanctions for such noncompliance. The supervisor shall provide clients/patients with specific information regarding the employee's qualifications and functions.

What does supervision address?

- Racial matching of supervision was not related to supervisee satisfaction and working alliance (Wang, 2007).
- Supervisor may feel as if the client cannot benefit from therapy if he or she is a different race, SES, gender, etc.
- Supervisor's racial identity awareness and development play a critical role in the triadic relationship of supervisor-supervisee-client (Wang, 2007).
- The awareness of parallel processing between the supervisor-supervisee and supervisor-client relationships is critical.
- Allows supervisee to understand feelings (anxieties, reactions) arising from multicultural experiences and address them in ways that can be beneficial for the client and the supervisee's professional development.
- Ex. Supervisee may avoid addressing his or her feelings related to being from a typically socially dominant group while his or her client is from a socially oppressed group, leading the supervisor to feel as if it is something to ignore/avoid as well.

Continued

- This approach attends to and is aware of the similarities and differences between values or beliefs within the supervisor-supervisee-client triad.
- Highlights similarities that can transcend the differences in beliefs and values between members of the triad.
- “Multicultural supervision and counseling competence refers to the development of an understanding of the influence of contextual and systemic issues on each member of the client—counselor-supervisor triad, as well as the process and outcome of counseling and supervision” (Inman & Kreider, 2013, pg. 346).
APA Guidelines

Guideline 1: Psychologists are encouraged to recognize that, as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are ethnically and racially different from themselves.

Guideline 2: Psychologists are encouraged to recognize the importance of multicultural sensitivity/responsiveness, knowledge, and understanding about ethnically and racially different individuals.

Guideline 3: As educators, psychologists are encouraged to employ the constructs of multiculturalism and diversity in psychological education.

APA Guidelines continued

Guideline 4: Culturally sensitive psychological researchers are encouraged to recognize the importance of conducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds.

Guideline 5: Psychologists strive to apply culturally-appropriate skills in clinical and other applied psychological practices.

Guideline 6: Psychologists are encouraged to use organizational change processes to support culturally informed organizational (policy) development and practices. (American Psychological Association, 2002)

Multicultural Training

- Continuing Education classes focused on Multicultural competence
- Use the Multicultural Supervision Scale to evaluate yourself or your supervisor’s competence.
- 39 items that analyzed supervisory skills, supervisors attitudes and beliefs, and stereotypes toward diverse populations.
- Examples of items: “I can discuss issues regarding ethnicity with my supervisees without hesitation” “I am aware of the intersection of gender and power in personal relationships” “It is useless to teach wealthy supervisees about what it is like to be poor” (Black, 2011).
- Read the literature.
- Seek out experts in the field if you have questions.
- In developing a supervisory contract include multicultural competencies

Multicultural Competency Questions

Following questions to initiate a discussion with supervisees about multicultural considerations:

- How do you describe your ethnic identity?
- What are the various cultural groups to which you belong?
- How do you think your culture affects the way you see your role as a therapist?
- Can you identify, at this time, ways in which our cultural differences or similarities may affect our supervisory relationship?
- How would you rate your knowledge of and comfort with discussing cultural issues

Self Exploration Questions

- A supervisor’s worldview is likely to influence the therapeutic choices made by supervisees.
- Here are some questions to guide your process of self-exploration:
  - Through what lens do I view the world?
  - What is my definition of culture?
  - With which cultural groups do I primarily identify myself?
  - What cultural values, beliefs, and attitudes do I hold, and how do these fit with the dominant culture?
  - How did I learn my cultural values?
  - What has been my experience with other cultures, and what has been my perception of these cultures?
  - How might my beliefs affect ability to supervise effectively?
  - How do I define the relationship between culture and therapy?

Critical Events Model (Inman & Kreider, 2013)

- “An interpersonal approach that emphasizes multi-culturally competent counseling and supervision within an events-based model.”
- Emphasizes supervisee learning and growth, and considers the supervisory working alliance to be the “foundation for effective supervision.”
- The supervisory multicultural working alliance is composed of three factors:
  - 1. the emotional bond / multicultural empathy
  - 2. an agreement on supervisory goals
  - 3. an agreement on the tasks of supervision
Critical Events Model Continued

- The critical event begins with the “Marker,” identified by the supervisee or the supervisor, and signals to the supervisor that the supervisee needs help.
- The 2nd stage of the model is the “Task Environment,” which includes interventions or strategies enacted by the supervisor and subsequent reactions/performances of the supervisee.
- This leads to the “Resolution” of the critical event, characterized by either an increase or decrease in supervisee knowledge, skills, or self-awareness or a change in the supervisory alliance.
- Goal is to resolve critical events by strengthening the supervisory relationship and increasing cultural empathy, multicultural awareness, counseling skills, and confidence in being able to work with multicultural individuals.

Reflective Supervision

Describing (Wang, 2007)

Goals:
- Revisit the incident with increased objectivity
- Distinguish between perceptions and facts
Questions:
- What was said?
- What are the facts of the situation?
- How would an observer describe the event?

Informing (Wang, 2007)

Goals:
- Increase internal awareness of supervisee
- Examine the perspective of the interaction
Questions:
- What were your thoughts/feelings?
- What sparked such a strong reaction from you?
- How may your reactions have impacted the client?

Confronting (Wang, 2007)

Goals:
- Increase mindfulness and self-exploration
- Explore alternatives
Questions:
- How could you have reacted differently?
- How might others have interpreted your reactions?
- What did you learn about yourself?

Planning (Wang, 2007)

Goals:
- Transforming insight into change
Questions:
- Where would you like to see happen next?
- What should you focus your attention moving forward?
**Heuristic Model of Non-oppressive Interpersonal Development (Inman & Kreider, 2013)**

- Three theoretical structures make up multicultural supervision:
  - Supervisees’ multicultural competence
  - Supervisors’ multicultural competence
  - Client-supervisee-supervisor cultural identity interactions
- Each member in the triad can impact the therapeutic and supervisory relationship.
- Multicultural identity reflects individual demographic variables and considers the social context of individuals.
  - Socially Oppressed Groups
  - Socially Privileged Groups
- Individuals progress through fluid phases of identity development
  - Adaptation, Incongruence, Exploration, and Integration.

**Bernard’s Discrimination Model (Bernard & Goodyear, 1992)**

**Foci:**
- Intervention
- Conceptualization
- Personalization

**Roles:**
- Teacher
- Counselor
- Consultant

**Adding a Multicultural Lens**

These role and focus combinations can all be culturally informed. When providing education or conceptualization or consultation clinicians should always be using a multicultural lens. It is imperative for current professionals to be able to provide competent and helpful supervision while highlighting the importance of multicultural competence.

**DISCRIMINATION MODEL**

<table>
<thead>
<tr>
<th>Foci</th>
<th>Intervention</th>
<th>Conceptualization</th>
<th>Personalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Supervisees is taught to use the CBT ‘downward arrow’ technique</td>
<td>Supervisees processes why skill usage with specific client is different</td>
<td>Supervisees is given article regarding use of direct advice</td>
</tr>
<tr>
<td>Counselor</td>
<td>Supervisees is made aware that behavior is similar to that of client</td>
<td>Supervisees discusses how to become more comfortable working with clients who are depressed</td>
<td></td>
</tr>
<tr>
<td>Consultant</td>
<td>Supervisees discusses new theoretical models for case conceptualization</td>
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</tbody>
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**Racial Identity and Supervision Strategies (Wang, 2007)**

- Stage 1: Ignore race/cultural issues; entendre “we’re all human being[s]” and universality of all norms.
- Stage 2: Notice cultural cues only when working w/ POC or it’s the identified concern.
- Stage 3 (re-direction & immersion-emersion): acknowledge cultural/minority difference in the triad consider respective cultural assumptions, attitudes, and implications may overcome cultural factors.
- Stage 4 (internalization & autonomy): recognize and develop personal identity; identify and process cultural conflicts; openly share own cultural attitudes; negotiate a sensitive supervisory approach; advocate for oppressed groups.
Multicultural supervision using existing supervision models (CBT, person centered, feminist, etc.)

Other theoretical models of supervision can be employed alongside with multicultural supervision. Many supervisors may provide supervision from for a particular theoretical orientation like CBT or psychodynamic analysis. Supervision can still be carried out with traditional theoretical models but it can also incorporate a multicultural perspective.

Case conceptualization requires supervisors to gain an understanding of a client’s symptoms within that client’s sociocultural context. Multicultural case conceptualization includes an analysis of the impact of the client’s race, class, sexual orientation, gender, age, or disability status on the client’s life.

Case Study 1 (Christiansen et al., 2011, p. 114)

“I am an international graduate student who speaks English as a second language. I had many experiences that made me uncomfortable over the years. Sometimes, I found it difficult to give the right meaning to these experiences. One experience that I had in my third year of training was related to one of my clients. The assigned couple did not show up for their first session. I called them and left a message asking for their availability. I did not receive any call from them. In the following week, I left a second message asking whether they still wanted to come, and they did not show up. A couple of days later, the couple called to schedule an appointment. We arranged an appointment for the following Thursday evening. Unfortunately, they did not show up. A couple of days later, my practicum supervisor told me that the couple called the police again and they wanted a different therapist since they did not understand my accent. My supervisor told me that she was going to talk to them about our clinic policy. She would explain that I was the assigned therapist, and they needed to see me at least once in order for me to transfer them. She also suggested that, if needed, she would be there at the first session. Although it made me feel good that my supervisor was supporting me, being subject to such a situation made me feel nervous and uncomfortable. I did not meet them even once and kept thinking about the unfairness of the situation. My supervisor told them if they were interested in continuing to get involved in therapy, they should call me. A couple of days later, my practicum supervisor said that the couple called the police again and they wanted a different therapist since they did not understand my accent. My supervisor told me that she was going to talk to them about our clinic policy. She would explain that I was the assigned therapist, and they needed to see me at least once in order for me to transfer them. She also suggested that, if needed, she would be there at the first session. Although it made me feel good that my supervisor was supporting me, being subject to such a situation made me feel nervous and uncomfortable. I did not meet them even once and kept thinking about the unfairness of the situation. My supervisor told them if they were interested in continuing to get involved in therapy, they should call me. A couple of days later, my practicum supervisor said that the couple called the police again and they wanted a different therapist since they did not understand my accent.

Case Study 2 (Christiansen et al., 2011, p. 116-117)

“As a male Caucasian supervisor of European decent, I provided mentoring supervision to two supervisee candidates. Carl and Jim. They provided supervision of entry-level MFT students. One of the supervisee candidates, Carl, was African American while the other, Jim, was European American. During one of our mentoring supervision sessions, Carl consulted with us on his supervisory work with a first-year master’s-level MFT student doing couple therapy. During our session, Carl repeatedly praised the student for doing an excellent job with the couple. As their supervision progressed, the therapist became more skillful in conceptualizing the therapeutic work and applying it to her therapy sessions. I was very impressed with Carl’s ability to support the therapist in her work and, at the same time, to challenge her in ways that moved the supervision process forward. Toward the end of our session, Carl mentioned, which I perceived as an afterthought, that the couple with whom the Caucasian therapist had been working was African American. Surprised was my initial reaction, and I found myself saying to him: “How am I as a white mentoring supervisor finding myself wondering why you as a black supervisor neglected the crucial racial context of your supervision and the therapeutic arrangement. Your supervision session would have been a great opportunity for you as an African American supervisor to have praised a Caucasian therapist for doing a good job with black clients. What kept you from making the racial context isomorphically overt in the supervision session so that the therapist could use it in her therapy sessions?”

Case Study 2 Continued

Overwhelmed by a mixture of excitement, embarrassment, and slight irritation, I barely heard Carl’s response, which he delivered in a calm voice sharing with me that he did not place importance on the couple’s race in the context of therapy because the therapist was so well connected with and supportive of the couple that he did not want race to become an issue that might threaten their excellent working alliance. Carl continued to talk about his experience of racism that had taught him when to confront it and when to leave race alone. The successful therapy of this supervisee was an example when raising the issue of race could have done more harm than benefit to the therapeutic and supervisory relationship, he stated. I could not believe what I heard. Is Carl color-blind when it is important? Why does he not consider the isomorphic processes on the therapeutic and supervisory level and use the opportunity? I gave a more lecture on isomorphism and race and relationships. Carl held his ground, insisting that he knew what he was doing and that he could not see any plausible reason to raise the race issue. I quickly realized that we were stuck and that I had to do something else to “communicate” Carl. I turned to Jim, knowing that the two were good friends. “Jim, please help me out. Carl does not understand what I am talking about. You are white, maybe you as his buddy can explain to him what I mean.” Jim looked at me hesitantly but completed with my request. As the tension in the room rose, the situation became increasingly awkward. I felt helpless and very uncomfortable. So did, I clearly sensed, Carl and Jim. Because we were at the end of our time, I made some summarizing remarks about the complexities of isomorphism and supervision in the context of racial tongue. I suggested we talk about the case more during our next supervision session. The following day I received an email from Carl in which he openly expressed his frustration with my statements and particularly with the process of our session.
**Issues within Multicultural Supervision**

- Supervisees may have more multicultural training than their supervisors.
- Supervisors or supervisees may have biases or prejudices that can greatly affect the work that is done in session.
- Supervisors may not keep current with the literature and may make unintentionally outdated suggestions (e.g., conversion therapy).
- Language barriers may be difficult for some individuals to talk about feelings in a way that is easily understood by others because of their cultural upbringing (e.g., in Hispanic cultures feelings are often expressed as somatic complaints and so people may have trouble naming their feelings directly).

**Benefits**

- Multicultural supervision provides a richer context and can provide deeper personal understanding for clinicians.
- Providing multicultural supervision to supervisees enhances their understanding and awareness of complex cultural issues that clients may encounter.
- It also provides an opportunity to have an open discussion about culture and a safe space to ask questions.
- Multicultural supervision encourages an environment of openness to new experiences and the pursuit of knowledge.

**ADDRESSING Model**

Developed by Pamela Hays (2008), the ADDRESSING model of diversity identifies different salient areas of culture that may influence a person and the therapeutic relationship.

- Within these domains there are individuals in the majority and minority.
- Differences and similarities of culture will exist in personal and professional relationships.
- It is important to develop a personal culture sketch and to reevaluate that sketch throughout your lifetime.
- Keep this sketch in mind as you encounter supervisees or clients who may differ in their areas of privilege.

**Age and Generational Influences**

- Those who are 30-60 years old are considered to have privilege because of their age.
- Often times there is an age discrepancy between supervisor and supervisee with the supervisor having more privilege.
- In these instances, sometimes supervisees may feel they do not have the authority or the right to assert themselves to their supervisor.

**Disability Status (Developmental & Acquired)**

- Those who are not disabled at birth and who do not become disabled at some point in their lifetime are considered privileged.
- A supervisee or supervisor may differ in this category as well and that can alter the supervisory dynamics.
- Additionally, a client may have a disability and a supervisor and supervisee may consult and conceptualize without considering how their privilege influences the lens through which they view this client.

**Religion and Spiritual Orientation**

- The privilege here is held by those raised with Christian ideals and practices.
- With the current societal climate, it may be difficult for supervisees or supervisors who have less privilege in this category to have an open and honest discussion and develop an understanding.
- Those without any strong religious beliefs or ideals may also present a difference in privilege.
Ethnicity & Racial Identity

Those who have privilege here are of European descent. Again considering the current social climate, discussions of race and ethnicity may seem even more challenging. It remains important that these conversations happen openly and honestly between supervisees and supervisors. As seen in the case example, this can be a difficult discussion but a necessary one with plenty of opportunities for growth.

Socioeconomic Status (SES)

Those who have privilege in this category are considered middle and upper class. Often working with clients with low SES, especially in Community Mental Health settings, there can be differences in SES between clients and therapists which can lead to ruptures. Supervisors may also have more privilege than supervisees in this category as well. It can be challenging to talk to a supervisor about your financial situation but SES does influence supervisees in substantial ways.

Sexual Orientation

Individuals who are heterosexual have the privilege in this category. It may feel uncomfortable to talk to a supervisor about sexual orientation as well but it is an important conversation to have. As clinicians, we do not want to make assumptions about anyone, even our supervisors. We want to have conversations in a way that is orientation inclusive and not make heteronormative comments or assumptions.

Indigenous Heritage

People without indigenous heritage are considered to be privileged in this category. “Indigenous heritage is dynamic. It includes tangible and intangible expressions of culture that link generations of Indigenous people over time. Indigenous people express their cultural heritage through ‘the person’, their relationships with country, people, beliefs, knowledge, law, language, symbols, ways of living, sea, land and objects all of which arise from Indigenous spirituality.” (Australian Heritage Commission, 2002, p. 4) This may be a completely different way of looking at and experiencing the world for a person without an indigenous heritage and it is important to foster a sense of understanding between people with and without privilege in this category.

National Origin

One is considered to be privileged if he or she lives in the country in which he or she was born. Again with today’s social climate, this could be a very difficult conversation to have but it remains important to address. Some of us may take this privilege for granted and we may assume our supervisors and supervisees have the same privilege that we do but that is not always the case.

Gender

Men have all the privilege in this category. Also, this presenter would argue that individuals who identify as cis-gender have privilege whereas individuals who are gender variant, non-binary, or transgender would have little to no privilege. This can be so challenging especially when combined with other areas of privilege like SES and age.
SUPERVISOR: What do you think of her situation?
SUPERVISEE: She was raised in a traditional South Korean home, so family is very important. Her
SUPERVISOR: How so?
SUPERVISEE: I've been working with a female who is a bit older than me, she is originally from South
new job opportunity or moving back home.
there is no concrete answer for her; there are pros and cons to both scenarios either moving to this
should be back home caring for her parents. I feel stuck because she wants an answer from me but
promotion which would allow her to oversee all of the projects from the office in Chicago but it
affect her decision making as well.

SUPERVISOR: I think this relates to how drastically different Kimmy's culture and upbringing is from
SUPERVISEE: I don't want to make her feel as if this is a situation she cannot figure out on her own. If it
SUPERVISOR: It may be helpful for you to bring it up in session because it appears that this is affecting
SUPERVISOR: Have you discussed the difference in your ages at all during session?
SUPERVISEE: I feel like we have already discussed and exhausted all of the options during our sessions.
decision as black and white it is either career or family, not both. She is in a battle trying to decide between her independence and her love for her family. She may see her
provide for them and that strong familial relationship may ultimately stop her from making the
decision that would benefit you and your independent lifestyle whereas Kimmy has some reservations
yours and it is important to explore. You feel much more comfortable and confident in making a
decision you would easily make in her shoes. Her feelings about her gender and familial upbringing
influence her decision making and could contribute to her confusion. She may be fighting it hard
totrinsic or a situation that would satisfy her parents. She is still in the process of figuring out her
SUPERVISOR: What do you think of her situation?
SUPERVISOR: That sounds great, I look forward to hearing about your session with her in our next meeting.

SUPERVISOR: Have you discussed the difference of your genders and do you believe that impacts your work with Kimmy?

SUPERVISOR: Not so much. We focus more on her worry and concerns but she has mentioned that she does compare how she is making this decision with other important people in her life, like at work and friends in her community, who are more independent.

SUPERVISOR: How do you feel about working with her now that we have discussed all these elements of culture that could be influencing her?

SUPERVISOR: It reminded me of when I first started here and how we discussed what it is like to work with someone of the opposite gender and it allowed me to feel more comfortable in working with Kimmy. We briefly talked about her life growing up in South Korea but I think you're definitely doing a good job in bringing up these pronounced notions and how these can impact our work with our clients. I'm feeling more confident in talking with Kimmy about these issues. I think it will help us both to look at the situation from this perspective and provide more insight for both of us as to why this decision has been so difficult to make.

SUPERVISOR: That sounds great, I look forward to hearing about your session with her in our next meeting.

Questions

- Can you think of an experience during which you felt tension or confusion regarding any multicultural aspects of your relationships with clients or supervisors?
- How did you address any of these issues in supervision?
- Was it difficult to address any multicultural issues or feelings related to a perceived difference in cultures with a supervisor or client?

Ethical Issues Related to Supervision

- Multiple relationships
- In talking about such personal things as gender identity and ethnicity with a supervisor one might feel like the relationship is more of a friendship and not a professional supervisor/supervisee relationship
- Assessing Performance
- From a multicultural supervision framework supervisors as well as supervisees should also be assessed on their multicultural competence using the Multicultural Supervision Scale or a similar measure.
- “Counseling supervisors are aware of and address the role of multiculturalism and diversity in the supervisory relationship.” (American Counseling Association, 2014, p. 13)
- “The counseling supervisor demonstrates knowledge of individual differences with respect to gender, race, ethnicity, culture, and age and understands the importance of these characteristics in supervisory relationships.” (Association for Counselor Education and Supervision, 2011, p. 9)

References