ETHICS OF CROSS-CULTURAL SUPERVISION

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WHO ARE WE?

- Rashida Fisher
- Kristin Williams
- MARRCH Ethics Committee
OBJECTIVES

- Identify, review, and apply the ethical considerations of multicultural counseling competencies
- Learn how to intentionally acknowledge and address cross-cultural challenges within the supervisory relationship
- Explore how your cultural lens influences your supervisory approach
One of the most effective ways for acquiring cultural competence is positive supervision experiences that uphold and cultivate cultural expertise (Sue & Sue, 2008).

Multicultural competence is one of the core areas in clinical supervision (Falender & Shafranske, 2014).

Supervisees often encounter supervisors who lack some of these competencies (Berger, Conroy, Peerson, & Brazil, 2014).

Many supervisors are found to lack sensitivity to cultural issues with both their supervisees and their clients (Berger, Conroy, Peerson, & Brazil, 2014).

Supervisors who were uncomfortable or ill-equipped to address multicultural issues ignored or minimized the supervisee’s value and uniqueness resulting in a negative supervision experience (Constantine & Sue, 2007; Inman & Ladany, 2014).
1. What do you most identify with/think most about?
2. What do you think about least?
3. What do you value or think is most important?
4. What has the strongest impact on how you view yourself?
(1) implements goals consistent with the life experiences and cultural values of clients and acknowledges multiple client identities (e.g. individual, group, and universal)

(2) uses universal and culture-specific strategies and roles in the healing process while balancing the salience of individualism and collectivism in assessment, diagnosis, and treatment interventions of clients and client systems.

(Sue & Torino, 2005)
supervisors should be able to:

- Facilitate their own awareness of personal values, biases, and worldview.
- Facilitate supervisees’ awareness of personal values and beliefs.
- Facilitate multicultural client conceptualizations;
- Guide supervisees towards utilizing culturally appropriate interventions with clients.
- Attend to multicultural processes in supervision And
- Effectively evaluate supervisees’ multicultural competencies.

(Ancis & Ladany, 2010)
2015 Multicultural and Social Justice Competencies

- Developed by a 5-member committee appointed by the president of the Association for Multicultural Counseling and Development.

- Endorsed in June 2015 by the executive council of the AMCD and in July 2015 by the ACA governing council.

- Replaces (revises) the 1992 Sue, Arredondo, and McDavis Multicultural Counseling Competencies, which focused on "majority" counselors working with "minority" clients.
PRIVILEGED VS MARGINALIZED

4 quadrants

- Privileged Counselor and Marginalized Client
- Privileged Counselor and Privileged Client
- Marginalized Counselor and Privileged Client
- Marginalized Counselor and Marginalized Client

- Supervisor - where does this fit?
The supervision encounter occurs between the supervisor’s, the therapist’s, and the client’s theoretical and personal and cultural maps.

(Falicov, 2014)
DEVELOPMENTAL DOMAINS WITHIN EACH QUADRANT

- Counselor Self-Awareness
- Client Worldview
- Counseling Relationship
- Interventions (Counseling and Advocacy)
First 3 domains:
- Attitudes and Beliefs (Awareness and Acknowledgement)
- Knowledge
- Skills
- Actions

Fourth Domain (Intervention):
- Incorporates Socioecological Model as framework for counseling and advocacy at different levels (helps understand need for individual or system-wide interventions)
What is your definition?
Culture is
- Complex and rich
- Defined by a community or society
- Structures the way people view the world
- Involves particular beliefs, norms, and values concerning relationships, the way people live their lives, and how people organize their environments

Culture is NOT
- A definable entity to which people belong or don’t belong

People belong to multiple cultural groups
SUPERVISION DOMAINS

1. Counselor Development
2. Professional & Ethical Standards
3. Program Development & Quality Assurance
4. Performance Evaluation
5. Administration
6. Treatment Knowledge
COUNSELOR DEVELOPMENT

“Complex process that involves teaching, facilitating, collaborating, and supporting counselor self-efficacy... supervisors also must consistently maintain a multicultural perspective” (TAP 21A, p.30).

- Encourage supervisees to examine their views regarding culture, race, values, religion, gender, sexual orientation, and potential biases
- Help supervisees recognize, understand, and cope with unique problems of transference and countertransference when working with clients with SUDs
PROFESSIONAL AND ETHICAL STANDARDS

- Refers to the protection of the public, clients, and staff members and the development of supervisors’ professional identity and integrity
- Learn about supervisee’s’ cultures, lifestyles, beliefs, and other key factors that may influence their job performance
- Monitor supervisees’ clinical practice to enhance their competence and ensure their ethical treatment of clients
Maximize the potential of staff and resources to meet the needs of the clientele and ensure effectiveness and efficiency of services.

Provide diversity training and other experiences that empower one to become an advocate for the organization’s target population and an agent of organizational change.

Structure and facilitate staff learning about evidence-based treatment interventions, program service design, and recovery models relevant to the organization and the population it serves.
PERFORMANCE EVALUATION

- Regularly monitor the quality of performance, facilitate improvement in clinical competence, and assess readiness to practice with increasing autonomy.
- Assess professional development, cultural competence, and proficiency in addiction counseling competencies.
- Understand the concept of supervision as a two-way evaluative process with each party providing feedback to the other.
Following policies and procedures, ensuring maintenance of case records, monitoring case documentation, assisting in financial resource development, and developing relationship with referral sources in the community.

Obtain regularly scheduled diversity, crisis management, and safety training for oneself and supervisees.
TREATMENT KNOWLEDGE

- “Have professional experience with and knowledge of the field of addictions, social and behavioral science and self-help philosophy”
- “Understand the limitations of and appropriateness of assessment and evaluation tools utilized in the addiction field”
What are some examples of cross-cultural challenges that you have experienced either as a supervisee or a supervisor?
WHAT IS EFFECTIVE SUPERVISION?

- Supervision is a distinct intervention that is separate from, but overlaps with, teaching, psychotherapy, and consultation (Watkins, 2010).

- Ability to navigate smoothly among the differing roles and functions of supervision (Wallace, Wilcoxon, & Satcher, 2010).

- The supervisor and supervisee join together to promote the development of the supervisee and protect clients’ well-being (Haynes, Corey, & Moulton, 2013).

- Includes both task and person-centered behaviors (Wong, Wong, & Ishiyama, 2013).

- Positive supervisor-Supervisee relationship that embodies warmth, acceptance, respect, understanding, and trust (Wong, Wong, & Ishiyama, 2013).

- Outcome: Promotes supervisee growth & development and ensures quality client care
Ineffective Supervision

- Lack of empathy and support,
- Failure to consistently track supervisees concerns,
- Lack of teaching or instruction,
- Indirectness and intolerance, closed mindedness, lack of respect for differences,
- Sexism, Inappropriateness, intolerance, apathy, and,
- Poor modeling of professional and personal attributes

Outcome= Does not promote or may inhibit growth of supervisee, neutral implications for client care.

(Wong, Wong, & Ishiyama, 2013)
Harmful Supervision- defined supervision as that which impairs or traumatizes the supervisee.

- Abuse of power and authority
- Failure to attend to multicultural differences and related issues between supervisors and supervisees
- Transference/counter transference
- Imposition of the supervisor's personal belief system on the supervisee
- Gender-role and other stereotyping.
- **Outcome=** Prohibits growth and creates psychological distress of supervisee, Negatively impacts client care.

(McCleod, 2009; Wong, Wong, & Ishiyama, 2013)
Students/Supervisees identified effective supervision
(a) competence—general levels of knowledge,
(b) competence—facilitation of learning,
(c) relationship factors, and
(d) effectiveness of evaluation.

Supervisors identified effective supervision
(a) students’ development,
(b) relationship factors,
(c) ethics, and
(d) adaptability.
Critical Race Dialogue: discussions that touch upon issues of race, racism, whiteness, and white privilege

- Understanding one’s Racial/ cultural identity
- Acknowledging and being open to admitting biases
- Comfort with discussing issues of race, racism, power, and privilege
- Validate and facilitate discussions of feelings, emotions, affective experiences
- Control the process, not the content.

(Sue, 2015)
WHAT GETS IN THE WAY

- Critical Race Dialogue:
  - Violates social norms
    - Politeness protocol
    - Academic protocol
    - Color-blind protocol
  - Clashes in racial realities
    - Conflict leads to defending one’s position rather than and exchange of ideas, White narrative Vs. Counter narrative
  - Pushes emotional hot buttons
    - Anger, resentment, fear, inadequacy, exhaustion, guilt, pessimism, helplessness invalidation, defensiveness
  - Evokes avoidance strategies
    - The discomfort leads to attempts to dilute, diminish, change, mystify the topic.

(Sue, 2015)
ETHICAL CODES OF CONDUCT

- Counselor
- Supervisor
LADC CODE OF ETHICS

- Non-discrimination
- Responsibility
- Competence
- Legal and Moral Standards
- Public Statements
- Publication Credit
  - Interprofessional Relationships
- Client welfare
  - Remuneration
- Confidentiality
  - Societal Obligations
NAADAC CODE OF ETHICS

- Counseling Relationship
- Confidentiality and Privileged Communication
- Professional Responsibilities and Workplace Standards
- Working in a Culturally Diverse World
- Assessment, Evaluation and Interpretation
- E-therapy, E-supervision, and social media
- Supervision and consultation
- Resolving Ethical Concerns
- Research and Publication

NAADAC, 2016
SUPERVISOR CODE OF ETHICS

- Supervision
- Rules on Conduct
- Competence
- Client Welfare and Rights
- Professional Behavior
- Supervisory Role
QUESTIONS???
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REFERENCES


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