INTEGRATING MULTICULTURAL DISCUSSIONS IN COUNSELING SUPERVISION:

A GROUNDED THEORY STUDY

A Dissertation Presented to the Faculty of
The School of Behavioral Sciences
Liberty University

In Partial Fulfillment of
The Requirements for the Degree of
Doctor of Philosophy

By
Zoricelis Davila

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Abstract

There is sufficient evidence that supports the ethical responsibility supervisors have to facilitate multicultural discussions through the integration of cultural topics in the supervisory session. Unfortunately, it is reported that supervisors who feel inadequate addressing cultural issues tend to ignore and not integrate such discussions. This lack of competence leads to the frustration and dissatisfaction of supervisees, which in turn impacts counseling practice. A dearth of information exists about the process that counseling supervisors follow to integrate multicultural topics in supervision. Further, there is limited evidence about the action and interaction between the supervisor and supervisee leading to the integration of cultural content. A qualitative research study using grounded theory was conducted with 14 counselor educators and supervisors to explore the process, action, and interaction occurring in the supervision session that leads to the integration or avoidance of multicultural topics. The primary research question asked: How do counseling supervisors conceptualize the practice of multicultural counseling supervision in counseling sessions? Four sub-questions inquired additional relevant information. Three main themes emerged from the data: Intentionality of Integration of multicultural topics, Competent Multicultural Supervisor characteristics, and Competent Multicultural Supervision Process. These three themes formed the components for A Model for Competent Multicultural Counseling Supervision. Implications of this study inform the field of counselor education and supervision with education and training recommendations to develop and enhance competence in multicultural counseling education, supervision, and training.

Keywords: competent multicultural supervision, multicultural competence, intentional integration, supervisor’s characteristics, supervision process
DEDICATION

I dedicate this work to the memory of earthly father, Manuel Davila, who is now with our Heavenly Father. Thank you for loving me, wanting the best for me, and encouraging me to become a “Doctor” because you knew I could do it. To my Heavenly Father and Savior, Jesus Christ: thank you for your calling in my life and having a God-given dream for me to pursue a career I never imagined I could achieve. Lastly, to my family, my mother, Sonia Benitez, my brother, Pedro Davila, my aunt and uncle, Lucille Umpierre and William Negron, and my sister-cousin, Lymari Morales. Thank you for always believing in me, loving me, supporting me, and encouraging me unconditionally.
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Chapter One

Overview of the Research Problem

In recent years, there has been an increased awareness of the need for multicultural counseling supervision due to the dramatic change in demographics in the United States (Christiansen, Thomas, Kafescioglu, Karahurt, Lowe, Smith, & Wittenborn, 2011). The field of counseling and supervision has been affected by globalization and immigration in the United States with the changes of demographic profiles of both clients and counseling providers (Mori, Inman, & Caskie, 2009). The number of individuals and families from diverse cultural backgrounds that seek counseling and psychotherapy have escalated in the past ten years (Inman & Ladany, 2014). Consequently, this demographic shift has resulted in a significant increase of counselors/supervisees and supervisors from diverse cultural backgrounds, which has led to a greater need for multicultural competency in the supervision process (Tohidian & Quek, 2017). These changes, then, have intensified the need for counselors to attend to cultural issues in their therapeutic work (Inman & Ladany, 2013). Unfortunately, the literature has identified that supervisors who feel inadequate or uncomfortable addressing multicultural issues in supervision ignore or do not address integrating such issues in the supervisory session (Lee, 2018). This predicament will be discussed more thoroughly in Chapter Two.

There is not enough discussion in the counseling supervision literature addressing specific factors about the process, conceptualization, and practice of the multicultural supervision session. Additionally, the literature does not address what possible factors may influence supervisors’ avoidance of integrating multicultural discussions in the supervision session. Consequently, a need exists for an increased understanding about the conceptualization and practice of a supervision session that is multiculturally competent. This study investigated
what factors contribute to supervisors’ avoidance or the integration of multicultural discussions in the supervision session. The aim of this study was to develop a conceptual model of how the counseling supervision session effectively integrates or neglects to integrate discussions about multicultural topics. Understanding these factors may help inform and develop theories that may influence future training. Furthermore, the exploration of actual processes of effective integration of cultural discussions may lead to the development of theories and protocols for implementation in training and supervisory sessions.

**Brief Summary of Relevant Literature**

The changing demographics in the United States in the recent years have heightened the need to attend to issues of culture in the counseling and psychotherapeutic work with clients. There is an increased number of international students and students from diverse cultural backgrounds who are accepted in schools under a range of mental health training programs (Lee, 2018). The National Center for Education Statistics (2016) indicates that 27,645 students graduated with a master’s degree in a psychology/mental health related field in the 2015-16 academic year. Out of those who graduated, the majority of the students were of diverse cultures such as Hispanic, Asian, Black, American Indian, and Pacific Islanders (NCES, 2016).

It is expected that students will find themselves in supervisory experiences in which the supervisor is from a different culture of their own (Eklund, Aros-O’Malley, & Murrieta, 2014). Consequently, the number of supervisors of diverse cultures also increase as well as the number of clients seeking services (Christiansen et al., 2011; Inman & DeBoer Kreider, 2013). Given that supervision is an essential element in the field of counselor education that promotes the ethical practice, growth, and development of supervisees, it is essential that supervisors initiate
discussions that address culture for the benefit of both the client and the counselor (Inman & DeBoer Kreider, 2013; Mori et al., 2009).

The American Counseling Association (ACA) in collaboration with the Association for Multicultural Counseling and Development (AMCD) have written standards and competencies for the ethical practice of multicultural counseling and supervision, integrating three areas of competence: knowledge, awareness, and skills (MSJCC; Ratts, Singh, Nassar- McMillan, Butler, & McCullough, 2015; Sue, Arredondo, & McDavis, 1992). According to these standards, competent counselors should have knowledge of the values and norms of different cultural groups as well as are aware of their own culturally based assumptions and biases (MSJCC, Ratts, et al., 2015; Hays & Erford, 2018; Sue et al., 1992). These counselors must be able to demonstrate skills that are acceptable to clients from diverse populations (Hays & Erford, 2018; Sue et al., 1992). Preparing therapists to become culturally competent is a critical competency required to practice ethically and effectively (ACA Code of Ethics, 2014). It is the supervisor’s responsibility to facilitate the growth and development of these components in all supervisees (Bernard & Goodyear, 2014). The literature charges supervisors with the ultimate responsibility to attend to and integrate cultural discussions in the supervisory session experience (Inman, 2006).

There is much debate in the field of counselor education and supervision about the standards for competent counseling supervision when it comes to the integration of multicultural topics. One criticism established by some researchers in regards to the topic of multicultural competence in the field of counselor education and supervision is the lack of clarity and distinction of such competence, specifically in the training and daily practice of working with diverse populations (Torres-Rivera, Phan, Maddux, Wilbur, & Garrett, 2001). There is a need
for incorporating multicultural competence in supervision, as increasing cultural competence translates to competence in clinical work (Wong, Wong, & Ishiyama, 2013; Soheilian et al., 2014). Researchers conducting a qualitative meta-analysis indicated that a supervisor’s multicultural competency strongly enhances the supervisee’s multicultural skills and is a strong predictor for successful clinical outcomes (Tohidian & Quek, 2017).

Supervision is a primary component of counselor preparation, equipping new counselors to take their first steps into their professional role in the counseling field (Kindsvatter, Granello, & Duba, 2008). Researchers indicated that the novice therapist experiences anxiety when faced with the reality that it is time to practice and see clients for which they feel inadequate or inexperienced to provide services (Lenz, Oliver, & Sangganjanavanich, 2014; Meany-Walen, Davis-Gage, & Lindo, 2016). The process of supervision helps supervisees refine their skills, conceptualize a client’s processes, and care for their clients effectively and ethically (Bornsheuer-boswell, Polonyi, & Watts, 2013). In regard to multicultural supervision, although some work has been done to provide guidelines and models to conduct multicultural supervision and education, its effectiveness has been difficult to achieve because there is little discussion of what the multicultural supervision process looks like (Christiansen et al., 2011; Constantine, 2001; Falender, Burnes, & Ellis, 2013; Goodyear, Bunch, & Claiborn, 2005).

Multicultural supervision happens when supervisors and supervisees consider an array of cultural matters involving clients and/or supervisors from diverse backgrounds (Ancis & Marshall, 2010). Unfortunately, this practice does not always occur since it is reported there is lack of attention to multicultural factors in supervision (Goodyear, Bunch, & Claiborn, 2005). Although the literature supports the correlation, benefit, and efficacy of the competency of multicultural supervision, it also indicates that supervisees frequently encounter supervisors who
lack such competencies (Constantine, 1997; Inman, 2006). Some evidence suggests that international students report dissatisfaction and frustration when supervisors do not provide opportunities for them to address cultural topics as part of their supervision process (Lee, 2018). These students have used the word “insensitive” to describe their experience with supervisors who did not address such issues (Lee, 2018).

A possible explanation for the lack of integration of cultural discussions in supervision is given by some studies reporting that supervisors who feel inadequate to address such issues choose to ignore or not address cultural topics in supervision (Constantine & Sue, 2007; Soheilian, Inman, Klinger, Isenberg, & Kulp, 2014). The supervisor’s responsibility is not only to address such cultural issues, but also to comprehend and facilitate supervisees’ understanding of the interactions of cultural, interpersonal, and therapeutic processes (Inman, 2006; Inman & DeBoer Kreider, 2013; Soheilian et al., 2014). There has been an expansion in the multicultural supervision literature, reinforcing the need for examining specific techniques and skills to integrate cultural diversity issues into supervision (Ancis & Ladany, 2011; Inman & DeBoer Kreider, 2013). There is a general agreement in the literature about the need for mental health counselors to integrate multicultural discussions related to knowledge, skills, and awareness into the supervision process (Vereen, Hill, & McNeal, 2008).

The literature has criticized the fact that supervisors do not integrate multicultural issues into their sessions, but has not provided practical tools to approach and resolve the situation. There are several unanswered questions drawn from the literature, but the most assertive expression is provided by Bieschke et al. (2009), urging the counselors to stop discussing the theory of multicultural competence in the field and start acting on the practice of such. For this reason, the primary objective for this study was to explore the action phase of practicing
multicultural competencies in supervision by looking at how supervisors conceptualize multicultural supervision and integrate cultural discussions into supervisory sessions. A more thorough articulation of the literature is in Chapter Two.

**The Nature of the Study**

The nature of the study was qualitative research design with grounded theory methodology. The primary research question asked, “How do counseling supervisors conceptualize the practice of multicultural counseling supervision in counseling sessions?” Four sub-questions in this research asked the following: “What influences positive multicultural competency?” “How does the conceptualization of multicultural counseling supervision session influence multicultural competency training?” “What factors or individual differences among counseling supervisors contribute to or hinder the integration of multicultural discussions within the supervisory session?” And finally, “What personal and professional factors developed and shaped your own development of your multicultural competency (supervision, academic training, other training)”? Findings of this research may help generate additional hypotheses about causal processes involved that later may be the subject of a quantitative study and integrate such in future training.

**Personal Motivation**

As the researcher, I was motivated to conduct this study from witnessing first-hand several realities in the actual practice of multicultural counseling and supervision. The first influencing factor comes from being a Hispanic counselor and supervisor practicing in the State of Texas. Due to Texas being a border state with Mexico, the immigration of Hispanics, documented and undocumented, is dramatically growing every day. With such growth come the challenges to provide adequate, effective, and sensitive counseling services, and more so,
supervision. As a counseling supervisor, I have encountered supervisees who exhibit and report either feelings of inadequacy and/or lack of adequate skills and training to serve this population.

This personal account has been supported by research when literature found that supervisors who feel inadequate addressing cultural issues choose to ignore or neglect its integration in the supervision process (Constantine & Sue, 2007). However, this problem is not only faced by counselors who serve the Hispanic population, but also with other cultures, races, and ethnicities as evidenced by the literature when it indicates that international counseling students report frustration with supervisors who neglect to address the discussion of multicultural topics (Hird, Cavalieri, Dulko, Felice, & Ho, 2001; Hird, Tao, & Gloria, 2004).

This study was an effort to not only influence the field of multicultural counseling and supervision practice, but is also a form of advocacy that may lead to future benefits in the overarching field of counselor education and supervision. Finally, the ultimate motivation for this study was the combination of professional and personal experience in dealing with the needs of clients from diverse cultures in this country who face affective and cognitive trials in face of opposition, persecution, as well as socioeconomic and political challenges. McMinn (2012) explains that a balanced integration of psychology, theology, and spirituality facilitates healing and restoration through the exploration of the bio-psycho-social-spiritual factors of the client and confronting the areas that need attention. Cultural considerations often include the spiritual aspect as an integral element in the client’s life and symptom presentation (MSJCC; Ratts et al., 2015; APA, 2013). In order to facilitate healing and restoration, supervisors need to be open to various discussions of culture, including even spiritual aspects (Saguil & Phelps, 2012). It is the intention of this researcher to facilitate such healing and restoration by influencing the field from the source, which is exploring the process, action, and interaction within the supervisory session.
and providing supervisees with sensitive, effective, ethical, and adequate education and supervision about multicultural topics. The findings of this study can later serve as the conduit for healing and restoration to clients from diverse cultures who are in need of addressing issues that are relevant to them in their cultural context. Training counselors and supervisors with the knowledge and protocols on how to integrate cultural discussions ethically is a major need in counselor education. One instrumental motivation is to provide advocacy at all levels: supervisors, supervisees, and clients.

**Conceptual Framework**

The field of counselor education and supervision is continually impacted by the drastic demographic changes in the United States. With an increase in the population of diverse cultures also comes the increase in clients from diverse populations seeking counseling, and in turn more students, counselors, and supervisors from diverse cultures as well (Christiansen et al., 2011; Mori et al., 2009; Soheilian et al., 2014; Tohidian & Quek, 2017). Research indicates that multicultural competence is an essential aspect of counseling supervision, consisting in the process of engaging supervisees in the consideration of various cultural matters involving clients from diverse cultural backgrounds (Ancis & Marshall, 2010). Evidence supports the correlation between multicultural competence being a strong predictor of successful clinical outcomes (Inman, 2006). This correlation is followed by the consensus of researchers that in order to provide competent, relevant, and ethical multicultural counseling supervision it is critical and required to integrate multicultural topics in supervision (Soheilian et al., 2014; Wong et al., 2013).
Empirical Status

Researchers indicate that it is the responsibility of the supervisor to create a dialogue in the supervisory relationship that directly addresses and integrates factors of diversity that may exist between the supervisor-supervisee and the supervisee-client (Quek & Storm, 2012). Gatmon (2001) emphasizes that supervisors should not wait for cultural issues to come up in supervision or leave the initiative to the supervisee, but rather it is the responsibility of the supervisor to integrate cultural topics (Gatmon, 2001; Quek & Storm, 2012; Tohidian & Quek, 2017). In spite of evidence indicating that the parallel relationship between the supervisor and counselor on a client’s work is positive when such topics are integrated into supervision. Lee (2018) notes that some researchers discuss dissatisfaction and frustration of supervisees in light of what is described as the “insensitivity” of supervisors to not allow opportunities for supervisees to address cultural topics as part of their supervision experience. Moreover, other studies discuss further frustrations from supervisees who report feelings of inadequacy at the time of implementing counseling techniques that may not be culturally sensitive (Vereen et al., 2008). The literature concluded that cultural conversations need to be integrated in supervision given the lack of attention to multicultural issues (Goodyear, Bunch, & Claiborn, 2005; Hird et al., 2004; Constantine et al., 1997). In an attempt to address these deficiencies in supervision, this study sought to investigate the gap in the literature with the following research questions.

Research Gap and Problem

Evidence indicates that the practice of multicultural supervision lacks the integration of cultural discussions in the supervision session, leading to dissatisfaction and frustration of supervisees, which in turn affects client work (Soheilian et al, 2014). Of special note, Gatmon (2001) concluded from a quantitative study that whether or not supervisors address cultural
issues or whether supervisees face difficulty integrating appropriate multiculturally competent treatment approaches, there is a need for further qualitative research to help illuminate variables that foster successful integration of cultural discussions in supervision.

To adequately examine the literature on multicultural counseling supervision and integration of cultural topics in supervision sessions, the following research questions are considered: First, how do counseling supervisors conceptualize the practice of multicultural counseling supervision in counseling sessions? Second, what influences multicultural competency positively? Third, how does the conceptualization of multicultural counseling supervision session influence multicultural competency training? Fourth, what factors or individual differences among counseling supervisors contribute to or hinder the integration of multicultural discussions within the supervisory session? And lastly, what personal and professional factors developed and shaped your own development of your multicultural competency (e.g., supervision, academic training, other training)?

It is the recommendation of researchers to survey supervisors qualitatively to examine the process, actions, interactions, and quality of discussions leading to increased satisfaction resulting from the integration of cultural discussions and how those interactions influence the supervisory relationship (Christiansen et al., 2011; Clark, Moe, & Hays, 2017; Gatmon, 2001; Lam, 2013; Soheilian et al., 2014).

Rationale for Grounded Theory Method

The lack of rich descriptive data in the literature and the resulting outstanding questions previously discussed indicate that grounded theory would be the best qualitative research method to provide the necessary information. Grounded theory is characterized in nature by its primary goal, which is to move beyond the description of the phenomena of multicultural supervision to
uncover the processes, actions, and interactions that underlie the supervisor’s behaviors in the supervisory session (Bloomberg & Volpe, 2016; Fassinger, 2005; McLeod, 2011). The purpose of grounded theory is to inductively generate, modify, or extend current theory emerging from data provided by participants in order to inform the three outstanding questions resulting from the empirical status (Creswell, 2007; Bloomberg & Volpe, 2016): What is the action taking place in the supervision session that leads to lack of integration of cultural discussion? What is the process that supervisors follow during supervision that leads to the lack of integration of multicultural content? And what is the interaction between the supervisor and supervisee that leads to the dissatisfaction resulting from the lack of integration of cultural topics?

The method and language of grounded theory provides objectivity to discover information about the deficiencies of the processes, actions, and interactions in the supervisory session that lead to lack of attention and integration of cultural discussions (Fassinger, 2005; Patton, 2002). The guidelines of grounded theory offer a positive outlook and open the opportunity to inform the literature about the processes, actions, and interactions of those supervisors that are practicing competent multicultural supervision (Corbin & Strauss, 2008). In this study, grounded theory can help discover or generate a theory that would help train supervisors with a protocol that explains what influences supervisors’ competent integration or avoidance of integrating cultural discussions in supervision.

The findings emerging from the data can inform current training on multicultural counseling and supervision to help generate a theory that would serve to develop protocols for the effective integration and practice of cultural discussions in the supervisory session. A theory or model can provide information on how to conduct a supervisory session that is multiculturally competent that in turn promotes supervisees’ satisfaction and positively impacts effective,
ethical, and culturally sensitive work with clients. The resulting findings can be further
developed, tested, and applied through future research. Furthermore, adding to the
understanding of the phenomenon of multicultural supervision and revealing potential constructs
not identified in current literature can influence future training in the field of counselor education
and supervision. Consequently, findings can help strengthen multicultural competence and the
ethical daily practice of supervision. A visual representation of this conceptual framework is
depicted in the following figure.
Generate, modify or extend current theory to meet requirement for Ethical & Competent MCS

Informs Literature to Close GAP

Informs Research Problem

In multicultural counseling supervision, the following are observed:

- Increased Change in Demographics
- Increased Need for Incorporating Competence MC Supervision
- Changed Client's & Supervisors Profile
- Lack of Critical Training to work with Diverse Populations
- Increased Need Cultural Competency

Requirements NOT Fulfilled

- Multicultural Counseling Supervision
- Increased Change in Demographics
- Changed Client's & Supervisors Profile
- Increased Need for Incorporating Competence MC Supervision
- Lack of Critical Training to work with Diverse Populations
- Requires Integration of MC topics in Supervision

Strengths

- Supervisors are responsible for facilitating MC discussions
- Ethical Supervision MUST attend to MC contexts
- Ethical Supervision lead to MCS competency
- Degree of MC discussions positive impact on client work
- Cultural Conversations need to be integrated

Deficiencies

- Lack of formal training
- MC Self-Efficacy
- S feel inadequate Do Not address MC topics
- Lack of attention to MC issues
- Lack of integration of cultural discussions

GAP

- Lack of integration of MC topics & Discussions
- Lack of knowledge about process followed in MCS session
- Lack of Current Protocols to conduct competent MC Supervision
- What is the process supervisors follow in session leading to lack of integration of MC discussions.
- What is action taking place in the supervision session leading to lack of self-efficacy & No attention to MC context.
- What is the interaction between S & s leading to lack of integration of MC topics.

Grounded Theory

- Move Beyond description of phenomena
- Uncover social processes that underlie behavior
- Generate, modify or extend current theory emerging from data

Process

- Generate or Discover a Theory of
- Interaction

Figure 1

Conceptual Framework
Rationale for the Study

The literature is consistent in supporting the importance of practicing competent counseling supervision by integrating the discussion of cultural topics in the supervisory session (Vereen et al., 2008). Unfortunately, research indicates that supervisors who feel inadequate or uncomfortable addressing such issues choose to ignore or not address the discussion of such topics (Christiansen et al., 2011; Lee, 2018). Researchers discuss how the appropriate integration of cultural discussions leads to supervisees’ satisfaction with the supervision process and consequently positively impacting their work with client (Inman, 2006).

There is a significant gap addressing the actual process and dynamics occurring within the supervisory session that would offer information of how a multicultural supervision session is conceptualized and practiced. The provision of a protocol or practice guidelines of the multicultural supervisory session remains limited or insufficiently explained. For this reason, the primary objective for this study is to explore the action phase of practicing multicultural competencies in supervision by looking at how supervisors conceptualize the practice of multicultural supervision and integrate cultural discussions into supervisory sessions.

A qualitative research design using grounded theory method was considered an appropriate fit for this study in order to move beyond the description of the phenomena of multicultural competency and uncover the processes that occur in the practice of multicultural supervision session. The study explored how supervisors conceptualize and practice multicultural supervision and the integration of cultural discussions in the supervisory session.

The intention of this research was to influence the field of multicultural counseling training and supervision by clarifying current issues surrounding the conceptualization of multicultural supervision. This study also provides current data emerging from supervisors
practicing competent multicultural supervision to develop theories, guidelines, or protocols that may help enrich the training, supervision, and practice of multicultural supervision. Findings of this research helped generate additional hypotheses about causal processes involved that later may be the subject of a quantitative study and integrate such in future training.

**Research Foci**

The main research focus of this study centered on the following question: How do counseling supervisors conceptualize the practice of multicultural counseling supervision in counseling sessions?

Following this main research focus, this study explored the following research foci:

1. What influences multicultural competency positively?
2. How does the conceptualization of multicultural counseling supervision session influence multicultural competency training?
3. What factors or individual differences among counseling supervisors contribute to or hinder the integration of multicultural discussions within the supervisory session?
4. What personal and professional factors developed and shaped your own development of your multicultural competency. (e.g., supervision, academic training, other training).

**Definition of Terms**

The following section provides definitions of key terms that are used in this study.

**Mental Health Counseling/Counselor**

In this present study, the following two definitions will be used to refer to mental health counseling and/or counselor. Counseling is “a professional relationship that empowers diverse individuals, families, and groups to accomplish wellness, mental health, education, and career goals” (ACA, 2014, p. 20). Counselors are the individuals in the profession of counseling who
provide evaluations, referrals, and short-term counseling services to help individuals and families prevent or remediate conflicts, personal problems, and emotional crises (National Center for Education Statistics, 2010).

**Counselor/Clinical Supervision**

The terms counselor supervision and clinical supervision will be used interchangeably, using the following two definitions: counselor supervision is a didactic and interpersonal activity where the supervisor provides feedback to one or more supervisees. This feedback can pertain to the work in supervision, the supervisee(s), the supervisees’ clients, and/or the supervisor, which can positively or negatively influence supervisee counselor competence and client outcome (Ladany & Bradley, 2010). Clinical supervision is described as the process where an individual in a supervisory role facilitates professional growth in one or more supervisees to help them attain or develop their knowledge and skills, and strengthen professional attitudes and values as they provide clinical services to their clients (Cohen, 2004).

**Culture**

According to the American Counseling Association (2014), “Membership in a socially constructed way of living, which incorporates collective values, beliefs, norms, boundaries, and lifestyles that are co-created with others who share similar worldviews comprising biological, psychosocial, historical, psychological, and other factors” (p. 20). Culture also refers to a shared set of beliefs, values, and social norms that a particular group holds and transmits across generations (Cardemil, 2010). Hays and Erford (2018) define culture as the totality of the human experience for social contexts, biological, psychological, historical, and political events; and behaviors, feelings, attitudes, and cognitions. These beliefs organize a group as a whole,
including their worldview, individualism-collectivism, race, ability status, and spirituality, including a universal and group perspective; and individual cultures.

**Multicultural/Diversity Counseling**

“Counseling that recognizes diversity and embraces approaches that support the worth, dignity, potential, and uniqueness of individuals within their historical, cultural, economic, political, and psychosocial contexts” (ACA, 2014, p. 20).

**Multicultural/Diversity Competence**

“Counselors’ cultural and diversity awareness and knowledge about self and others, and how this awareness and knowledge are applied effectively in practice with clients and client groups” (ACA, 2014, p. 15, 20). This is a process where counselor educators actively integrate multicultural/diversity competency in their training and supervision practices. The supervisor has the ability to pay attention to specific cultural conversations, recommend the use of culturally sensitive interventions, engage in client conceptualization, and evaluate the supervisees’ multicultural awareness and sensitivity (Soheilian et al., 2014).

**Supervision**

“A process in which one individual, usually a senior member of a given profession designated as the supervisor, engages in a collaborative relationship with another individual or group, usually a junior member(s) of a given profession designated as the supervisee(s) in order to (a) promote the growth and development of the supervisee(s), (b) protect the welfare of the clients seen by the supervisee(s), and (c) evaluate the performance of the supervisee(s)” (ACA, 2014, p. 20).
Supervisor

“Counselors who are trained to oversee the professional clinical work of counselors and counselors-in-training” (ACA, 2014, p. 20).

Multicultural Supervision

Ancis and Marshall (2010) define multicultural supervision as the process where the supervision setting engages supervisors and supervisees in the consideration of various cultural matters involving clients from diverse cultural backgrounds.

Student

“An individual engaged in formal graduate-level counselor education” (ACA, 2014, p. 20).

Supervisee

“A professional counselor or counselor-in-training whose counseling work or clinical skill development is being overseen in a formal supervisory relationship by a qualified trained professional” (ACA, 2014, p. 20).

Overview of Methodology

The aim of this study was to explore the process and action phase of practicing multicultural competencies in supervision by looking at how supervisors conceptualize the practice of multicultural supervision and integrate cultural discussions into supervisory sessions. Understanding the factors contributing to the supervisors’ integration or avoidance of such multicultural discussions in the supervision session may help inform its practice to influence future training. In contrast, the exploration of actual processes of effective integration of cultural discussions may lead to the development of theories and protocols that can be implemented in training and supervisory sessions.
The purpose of qualitative research is to enhance knowledge that would serve to expand how and why this field is effective (McLeod, 2011). Qualitative research methods emphasize the importance of understanding the complexities of individual lives by examining individual perspectives in their context (Bloomberg & Volpe, 2016).

**Grounded Theory**

Grounded theory is considered to be “the current market leader” in qualitative research as it allows the researcher to immerse himself or herself in the data to arrive at an interpretation of the phenomenon of interest (McLeod, 2011, pp. 118-119). For the purpose of this research, grounded theory provides an explanation of the factors that occur during the supervision session that may contribute to supervisors avoiding or integrating the discussion of multicultural topics in the supervisory session.

Bloomberg and Volpe (2016) provided a description of the benefit of grounded theory, stating that it explains a phenomenon and its processes to make significant contributions in terms of knowledge building and potential practical application. A qualitative research using grounded theory method provides the necessary tools to help move beyond the exploration of the phenomena of multicultural supervision to explain its process (McLeod, 2011). Grounded theory is especially helpful when current theories about a phenomenon are either inadequate or nonexistent (Creswell, 2008). In this particular case, the literature does not provide sufficient information about the reasons why supervisors do not address multicultural issues. Thus, grounded theory may provide an explanation for the interaction of this process.

**Sample**

Researchers indicate that the gold-standard sample for qualitative research is a sample of 7 to 15 participants (Hayes & Singh, 2016; Patton 2002). This study recruited 14 participants to
increase quality of data. The primary method for collecting data was through a protocol of semi-structured interviews developed by this researcher. The sample included counselor educators, Licensed Professional Counselor Approved Supervisors, and Approved Clinical Supervisors who were actively practicing supervision.

**Data Collection & Synthesis**

This study collected data using three methods: individual interviews, a focus group, and surveys. The process of individual interviews used a protocol of semi-structured questions where participants discussed their own self-reflections about the process of how they conduct a counseling supervision session. Participants also shared what they chose to do or not in cases where cultural discussions should have been addressed or integrated into the supervision session. A focus group discussed the participant’s experience and practice of multicultural supervision. Lastly, a survey using semi-structured questions was utilized to interview Licensed Professional Counselors Supervisors and counselor educators about how they have experienced the process, action, and interaction with multicultural supervision.

Data analysis was conducted using grounded theory to record, categorize and codify the themes emerging from the interviews. The dissertation supervisor directly supervised the researcher through the process of coding the data. After data was analyzed and themes emerged were coded and classified, a spreadsheet in Microsoft Excel software was created with central themes, contents, and statements to provide a thorough analysis of the data collected (Patton, 2008; Hays & Singh, 2018). Synthesis of the data was conducted after a thorough evaluation of the themes that emerged. Additional and more detailed information about the methodology will be provided in chapter three.
Assumptions and Limitations

It was the assumption of this researcher to find that one of the possible factors influencing the lack of integration of cultural topics in the supervisory session may be related to the minimization of cultural influences in client work. The literature addresses the supervisors’ issues of self-efficacy and training as one of the factors influencing their avoidance (Christiansen et al., 2011; Constantine, 2001, 2002; Lee, 2018); however, it does not address specific influencing factors. Researchers indicate that the integration of conversations about culture emphasize the significance of culture in the counseling and supervision processes, encourage rapport between the supervisor and supervisee, and facilitate supervisees’ exploration of their cultural identities (Constantine & Sue, 2007; Hird et al., 2004). Nevertheless, the fact that such integration is not practiced leads to the assumption that there is insufficient value placed on the influence of culture in the development of mental health and counseling issues. One additional assumption might be that supervisors have not received training on how to integrate these conversations in supervision.

At least three limitations have been identified by this researcher: the first is related to the researcher’s and participants’ specific and individual biases about culture. In order to reduce such biases on the part of the researcher, a process of bracketing was employed to minimize the influence of personal biases that may have interfered with the study. Bracketing was conducted by memoing the researcher’s biases. The second limitation considered was the scope of this study looking at one aspect of a broad topic. The topic of multicultural supervision is broad; however, this study was specifically looking at positively influencing the practice of positive multicultural supervision with the effective integration of cultural topics in supervisory sessions.
Conducting this study was an effort to resolve a broad issue by bringing light into one area with such a large dimension.

The third limitation was the limited experience of this researcher conducting qualitative research. To resolve this issue, this researcher accessed mentoring from faculty who are more experienced and knowledgeable conducting qualitative research since literature indicates that effective faculty mentoring is identified as a factor influencing doctoral success (Brill et al., 2014). To overcome the overall limitations described above, trustworthiness and rigor were closely followed by using member checking, credibility, dependability, and confirmability, which will be discussed in more detail later. Finally, the personal motivation of this researcher was a strength since it looked to maximize the quality and rigor of the methodology.

**Significance of the Study**

Evidence supports that for counselors-in-training to be adequately prepared to work with clients of diverse populations and cultural backgrounds, the training and supervision they receive must address cultural issues (Hird et al., 2004). The supervision relationship is the primary conduit to discuss culture as it facilitates the development and growth of a multiculturally competent counselor (Ancis & Ladany, 2011; Constantine, 2002). Supervisors are ethically challenged to integrate cultural competence into their supervision practice since research indicates that supervisees report greater multicultural counseling competence when multiculturally competent supervision occurs (Ancis & Marshall, 2010; Tohidian & Quek, 2017). When conversations about culture are an integral part of the supervision process, supervisees are better able to understand how culture influences their clinical practice, their perceptions of culturally different clients, and their culturally different clients’ perceptions of them (Hird et al.,
2001). Consequently, the result is a more competent work that can positively influence clinical care to clients.

The significance of this study relied on the nature of the qualitative research design to discover what individual factors may have contributed to the avoidance or integration of cultural discussions in the supervisory session. Additionally, the exploration of the process of how supervisors conduct a supervisory session that integrates multicultural competence in the daily practice may help inform the field of counselor education and supervision with the intricate elements that comprise the daily practice of competent multicultural supervision. It was the expectation of this researcher that general contribution of this study will serve to clarify current issues surrounding the conceptualization of the multicultural supervision session and implement such information in future counselor education and supervision training.

**Summary**

This introductory chapter has discussed an overview of the research problem and provided a brief summary of the literature review on the competence and practice of multicultural supervision. This chapter has also addressed the study’s conceptual framework, rationale, and research questions. Operational definitions of terminology utilized in this study have been presented and a brief overview of the methodology. Finally, the significance of the study has been introduced as well as assumptions and possible limitations for the study. In the following chapters, a detailed literature review will be articulated with a thorough description of the methodology for this study.
Chapter Two

Review of the Literature

The field of counseling and supervision has been affected by globalization and immigration in the United States, thus changing the demographic profile of both clients and counseling providers (Mori et al., 2009). The number of individuals and families from diverse cultural backgrounds that seek counseling and psychotherapy have escalated in the past ten years (Inman & Ladany, 2013). Consequently, the number of counselors and supervisors from diverse cultural backgrounds has also increased, which has led to a greater need for multicultural competency in the supervision process (Tohidian & Quek, 2017). These changes, then, have intensified the need for counselors to attend to cultural issues in their therapeutic work (Inman & Ladany, 2014).

Preparing therapists to become culturally competent is considered a critical competency required to practice ethically and effectively (ACA Code of Ethics, 2014). This preparation has also been recognized as an essential aspect of counseling supervision since therapists today work with more diverse populations (Mori et al., 2009). As a result, supervision is of utmost importance in training counselors and counselor educators, especially in the area of multicultural competencies (Celinska & Swazo, 2017; Torres-Rivera et al., 2001).

There is much debate about the standards for practicing competent counseling supervision through integration of multicultural topics. One of the roadblocks to effective cultural training is the lack of distinction and clarity within the CACREP standards about counselors’ specific training to work with multicultural populations (Celinska & Swazo, 2017; Torres-Rivera et al., 2001). Celinska and Swazo (2017) indicate that CACREP standards and ACA’s guidelines provide general principles for addressing multicultural issues, but lack depth
and scope to fully equip counselors-in-training to be multiculturally competent. This lack of clarity has caused supervisors to report difficulties with issues of self-efficacy in regard to their multicultural competence (Kissil, Davey, & Davey, 2013). It is reported that supervisors tend to ignore discussing cultural issues in supervision when they feel uncomfortable to address such issues, which results in a negative supervision experience for supervisees (Constantine & Sue, 2007; Soheilian et al., 2014). Therefore, there is a risk for therapists’ efficacy in their work with clients since research indicates that a supervisee’s perception of the supervision experience influences his or her clinical work with clients (Soheilian et al., 2014).

Researchers have shown the need for incorporating multicultural discussions in supervision lies on its integration increasing cultural competence which translates in competent clinical work (Wong, Wong, & Ishiyama, 2013; Soheilian et al., 2014). The following review of the literature has as its main objective to evaluate the current empirical evidence supporting the need and relevance for effective and ethical multicultural supervision. The review will examine the changes in demographics impacting the profile of the field of counseling education and supervision, followed by the operational definition of multicultural supervision, the correlation, and challenges in multicultural supervision, and concluding with the discussion of the need for the current study.

**Demographic Changes**

The United States Census Bureau reported in 2017 that the population continues to increase drastically, becoming more substantially diverse. Its report indicates an overall increase in the population as follows: an increase of Hispanic population by 2.1 percent to 58.9 million; the Hispanic population made up 18.1 percent of the nation’s total population in 2017, primarily due to natural increase. In the same manner, Black or African-American population increased
1.2 percent to 47.4 million, the Asian population increased 3.1 percent to 22.2 million, as well as other ethnicities such as American Indian or Alaska Native that show a consistent increase (U.S. Census Bureau, 2017).

The Department of Homeland Security (2009) reported that the rate of individuals from different countries relocating to the United States is increasing steadily. This data serves to confirm that the changes in demographics are dramatically increasing, which leads to an increase of international students or foreign-born students, as well as clients seeking mental health services (Kissil et al., 2013). An increased number of students from diverse cultural backgrounds have been accepted into schools under a range of mental health disciplines such as counseling, psychology, and other mental health training programs (Lee, 2018). With such a rise, it is expected that students will find themselves in supervisory experiences in which their supervisor is from a different culture from their own (Eklund et al., 2014; Lee, 2018).

Clinical Supervision

Supervision is a primary component of counselor preparation, equipping new counselors to take their first steps into their professional role in the counseling field (Kindsvatter et al., 2008). Clinical supervision is considered an intervention as it describes issues, different theories, and techniques that are unique to this focus; hence, supervision is central to the profession of counseling (Bernard & Goodyear, 2014). An operational definition of clinical supervision is described as the process where “a person in a supervisory role facilitates professional growth in one or more supervisees to help them attain knowledge, improve their skills, and strengthen their professional attitudes and values as they provide clinical services to their clients” (Cohen, 2004, p. 3).
Researchers indicate that novice therapists have the tendency to feel inadequate to provide services, which causes them to report feelings of anxiety (Lenz et al., 2014; Meany-Walen et al., 2016). The process of supervision helps supervisees reduce this anxiety by refining their skills, conceptualizing client’s processes, and caring for their clients effectively and ethically (Bornsheuer-Boswell et al., 2013). Supervision also provides strategies and interventions for wellness and self-care as part of the supervisee’s professional development (Lenz, Sangganjanavanich, Balkin, Oliver, & Smith, 2012; Meany-Walen et al., 2016).

Bernard and Goodyear (2014) indicate that in the field of mental health there are three primary mechanisms of self-regulation: regulatory boards, professional credentialing groups, and program accreditation. Supervision is central to the regulatory functions of each by providing the means to transmit and teach the necessary skills, and it plays a critical role in maintaining the standards of the profession (Bernard & Goodyear, 2014). Furthermore, evidence supports that supervision has significant positive effects on the supervisees and their clients (Bernard & Goodyear, 2014).

The purpose of supervision is twofold: to foster professional development through a supportive and educational function, and to ensure the welfare of the client through gatekeeping (Bernard & Goodyear, 2014). One vital component of clinical practice is the development of professional responsibility toward the clients through the development of appropriate competencies.

The American Counseling Association (ACA) Code of Ethics (2014, p. 8) states the following:

Counselors have the responsibility to practice only within the boundaries of their competence, based on their education, training, supervised experience,
state and national professional credentials, and appropriate professional experience. Whereas multicultural counseling competency is required across all counseling specialties, counselors gain knowledge, personal awareness, sensitivity, dispositions, and skills pertinent to be a culturally competent counselor in working with a diverse client population.

It is precisely the multicultural counseling competency described above that leads to the main interest in this study, emphasizing that with an increase in the demographic profile of clients, counselors, and supervisors, there is also an increased need for competent multicultural supervision.

**Multicultural Supervision and Competence Defined**

Ancis and Marshall (2010) define multicultural supervision as the process where the supervision setting engages supervisors and supervisees in the consideration of various cultural matters involving clients from diverse cultural backgrounds. For that reason, a process of multicultural competent supervision is one where the supervisor has the ability to pay attention to specific cultural conversations, recommend the use of culturally sensitive interventions, engage in client conceptualization, and evaluate the supervisees’ multicultural awareness and sensitivity (Soheilian et al., 2014). The ACA Code of Ethics (2014) emphasizes the importance of multicultural diversity competence by stating that counselor educators should actively infuse such diversity competency in their training and supervision practices by actively training students to gain knowledge, awareness, and skills in the area of multicultural/diversity competency practice.
Multicultural Supervision Training

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires two semesters of internship, including one-on-one supervision and group supervision to adequately train students (CACREP, 2016). Multicultural training is mentioned only in one section of the guidelines, and multicultural supervision is not specifically addressed as it only concentrates on the exposure students must have to diverse clients rather than how to work with multicultural clients from a supervisory standpoint (Celinska & Swazo, 2017; CACREP, 2016; MSJCC, Ratts, et al., 2015; Torres-Rivera et al., 2001). For counselors-in-training to be adequately prepared to work with clients from diverse populations across different cultures and contexts, their training must address cultural issues (Hird, Tao, & Gloria, 2004). The field of counselor education is confronted with the task of teaching and supervising counselors and educators to be well equipped and able to practice and serve a client population that is reflective of the current societal profile and structure (Vereen et al., 2008).

In spite of multicultural supervision being a required competency, a number of researchers have recognized that there is a lack of formal training in the area of clinical supervision in general (Bernard & Goodyear, 2009; Falender & Shafranske, 2004). Reports from a majority of current supervisors indicate not receiving formal training in supervision, and consequently supervisees are not receiving adequate supervision training (Crook-Lyon, Presnell, Silva, Suyama, & Stickney, 2011; Lyon, Heppler, Leavitt, & Fisher, 2008).

A recent qualitative analysis showed that participants' responses indicated that non-counseling-center interns desired more supervision training and opportunities to provide supervision during their internship year than did counseling center interns (Crook-Lyon et al., 2011). One explanation could be associated to inconsistencies in requirements to serve as a
clinical supervisor for licensed professionals or counselors in training existing across the United States, which creates frustrations for students seeking supervision for licensure and those looking to serve as a supervisor (Nate & Haddock, 2014). Furthermore, to explain the lack of supervision training is the scarcity of empirically tested theories of knowledge about clinical supervision (Hunsley & Barker, 2011). It is important to consider the report of international trainees who express higher levels of satisfaction when they engage in discussions of culture during their supervision experience (Nilsson & Dodds, 2006).

In an effort to keep pace with the emergent changes in demographics and the practice of clinical supervision, it is critical to further explore the competency movement of multicultural supervision through qualitative research (Falender et al., 2013). This kind of study could inform the training and practice of formal supervision (Falender et al., 2013; Vereen et al., 2008). Previous studies provide evidence of the importance of integrating multicultural issues into the practice of clinical supervision. What is yet to be explored is a more global and holistic approach to train and supervise future mental health counselors and counselor educators with the intrinsic components of multicultural education, training, and supervision practice (Vereen et al., 2008).

**Multicultural Supervision**

Although some work has been done to provide guidelines and models to conduct multicultural supervision and education, its effectiveness has been difficult to achieve because there is little discussion of what the multicultural supervision process looks like (Christiansen et al., 2011; Constantine, 2001; Falender et al., 2013; Goodyear et al., 2005). Multicultural supervision happens when supervisors and supervisees consider an array of cultural matters involving clients from diverse backgrounds (Ancis & Marshall, 2010). Some of the cultural
matters considered are cultural beliefs, background, ethnicity, and others (Ancis & Marshall, 2010). Unfortunately, Goodyear, Bunch, and Claiborn (2006) have denounced the lack of attention to multicultural factors in supervision indicating supervisors neglect to attend to such topics and issues in supervision. For instance, a particular study among counseling psychology pre-doctoral and doctoral interns examined the interns’ perception of the extent and quality of the supervision training provided in their graduate program and internship sites (Lyon et al., 2008). The study denoted that 72% of the interns interviewed indicated supervising at least one counseling trainee; however, only 39% of them report completing a graduate course in supervision or having adequate training (Lyon et al., 2008).

Considering that supervision is a fundamental element by which counselors learn and develop, it is essential that supervisors initiate discussions and practices that address multicultural competence for the benefit of the therapist and client (Inman & Ladany, 2014; Soheilian et al., 2014). Studies have demonstrated that when supervisors attend to multicultural issues it has positive results on the working alliance in supervision which leads to higher levels of supervisee satisfaction (Ober, Granello, & Henfield, 2009). However, this is not always the case as it is reported that supervisors who feel inadequate or uncomfortable to address multicultural issues tend to either not address or ignore discussing such topics in supervision, which results in a negative experience for the supervisee (Constantine & Sue, 2007; Soheilian et al., 2014). Some of the negative experiences described are invalidating racial cultural issues, making stereotypical assumptions, offering culturally insensitive treatment, and others (Constantine & Sue, 2007; Soheilian et al., 2014).
Multicultural Supervision Content

The literature review shows factors that are key to provide a culturally responsible supervisory relationship include the following: a supervisor’s self-awareness, genuineness in sharing personal cultural struggles, and openness to discussing cultural and racial factors (Ancis & Ladany, 2011; MSJCC, Ratts et al., 2015). The content discussed in the supervision session directly affects supervisees’ work with clients in even adjusting the treatment approach with their clients (Soheilian et al., 2014). For instance, a study examined the influence of acculturation and integration of cultural discussions on international trainees’ level of satisfaction with supervision (Mori et al., 2009). These researchers found that “the level of acculturation and the degree of cultural discussion predicted the level of satisfaction among international trainees with supervision” (Mori et al, 2009, p. 14). This finding is consistent with other studies indicating that higher levels of cultural discussions predicted higher levels of satisfaction in supervision (Nilsson & Dodds, 2006). Furthermore, researchers have found that supervisory alliance is related to the frequency and depth of cultural discussions, feeling safe and satisfaction with discussions, and integration of cultural variables in internship training (Toporek, Ortega-Villalobos, & Pope-Davis, 2004). Hence, cultural discussions contribute to the supervisees’ professional growth, increased safety and trust, and validation (Toporek et al., 2004).

Although the literature supports the correlation, benefit, and efficacy of the competency of multicultural supervision, it also indicates that often supervisees encounter supervisors who lack some of these competencies (Mori et al., 2009; Constantine, 1997, 2002;). Supervisors are ultimately responsible for facilitating the supervisee’s multicultural competence through the integration of cultural discussions (Inman, 2006). Studies indicate that cultural discussions relate positively to supervisees’ perception of the supervisor’s competence (Inman, 2006; Mori et al.,
When facilitating these discussions, it is important to consider that they are most effective when initiated, integrated, and revisited throughout the session by the supervisor (Hird et al., 2001). As supervisors facilitate multicultural competence, they should also make possible the exploration or education on specific cultural issues and differentiation of how cultural aspects influence clients presenting issues (Jones, Kawena Begay, Nakagawa, Cevasco, & Sit, 2016; Soheilian et al., 2014).

An interesting association is that when supervisors specifically discuss and facilitate awareness of cross-cultural interactions, it can positively influence the supervisee’s clinical self-efficacy and satisfaction with the supervision process, which in turn is reflected in their work with clients (Kissil et al., 2013). Researchers indicate that the integration of conversations about culture emphasize the significance of culture in the counseling and supervision processes, encourage rapport between the supervisor and supervisee, and facilitate supervisees’ exploration of their cultural identities (Constantine & Sue, 2007; Hird et al., 2004). In contrast, researchers discuss that although conversations about culture may initially create uncomfortable feelings of inadequacy, it is considered that supervision that does not include a cultural content may be perceived “as inadequate at best and incompetent at worst” (Hird et al., 2001, p. 122). Thus, cultural conversations need to be integrated in supervision as they enhance the supervision process (Constantine, 1997; Hird et al., 2004).

**Multicultural Competency**

Multicultural supervision competency is first and foremost an ethical issue. For clinical supervision to be ethical it must attend to the multicultural contexts in supervision and in therapy (Killian, 2001). Since all therapy contexts include the influences of social dimensions such as ethnicity, race, gender, sexual orientation, spirituality and religion, and socioeconomic status,
supervisors cannot view the topic of culture as an option or simply avoid its integration (Tohidian & Quek, 2017). Consequently, competent supervision must attend to the cultural context related to the clinical needs of clients by addressing cultural factors which aid in the development of supervisees’ multicultural awareness, which in turn enhances the supervisory relationship (Ancis & Marshall, 2010).

The competency of multicultural supervision depends on the supervisor’s ability to pay attention to cultural discussions, suggest the use of culturally sensitive assessments and interventions, and evaluate the supervisee’s multicultural sensitivity and awareness (Soheilian et al., 2014). Additionally, the supervisor’s multicultural competence has been considered an important factor that determines both the process and outcome of supervision (Inman, 2006). There are three identifiable components of multicultural competence that demonstrate its theoretical conceptualization: self-awareness, knowledge, and skills (Sue, Arredondo, & McDavis, 1992). It is the supervisor’s responsibility to facilitate the growth and development of these components in all supervisees (Bernard & Goodyear, 2014).

One important aspect of competence is that supervisees’ general beliefs about their ability to work with culturally diverse clients is, in part, associated to their self-perceived ability to work with these populations (Constantine, 2002). Supervisors who are culturally responsive can provide more successful learning experiences by engaging in more cultural discussions and helping students become more confident with their cultural differences (Nilsson, 2007; Nilsson & Dodds, 2006). As a result, studies have shown that higher levels of multicultural training and supervision are related to higher levels of self-perceived multicultural competence (Dickson & Jepsen, 2007; Constantine, 2002).
The Correlation

There is a direct correlation and impact between the supervisory relationship with the supervisee and the supervisee with the client. The relationship between the supervisor and the supervisee is a parallel of the therapeutic relationship between the client and the supervisee (Bernard & Goodyear, 2009). The therapeutic relationship is vital to counseling and its outcome; in the same manner, the supervisory relationship is vital to supervision and the supervisee’s professional development (Bell, Hagedorn, & Robinson, 2016). In terms of multicultural supervision, the supervisor’s multicultural competence is correlated to the supervisory working alliance, and in turn that alliance is correlated to a supervisee’s satisfaction with supervision (Crockett & Hays, 2015; Inman, 2006).

Additionally, the literature also indicates that cultural interactions significantly affect the dynamics of the supervisory relationship as supervisors who do not include culture as part of the supervision process lead to the supervisee’s frustration and resistance (Hird et al., 2001). A recent study with international counseling students in training reported their frustration with supervisors who did not address cultural issues in their therapeutic work, nor did they provide opportunities for cultural exploration of their own cultural identity and its impact on their work with clients (Lee, 2018). Consequently, the supervisor’s multicultural competence is known to enhance the supervisee’s multicultural skills and it has also been identified as a strong predictor of successful clinical outcomes (Inman, 2006). This competence leads to the consistent finding from a number of authors indicating that supervisees report a higher level of satisfaction when their supervisors engage in more cultural discussions (Mori et al., 2009).
Multicultural Concerns in Supervision with International Students

Despite the growing literature addressing multicultural competence in supervision—its impact and affect on supervisees’ and client work—there is little empirical attention to supervisee–supervisor cultural interactions on the outcome of supervision (Inman, 2006). Some of the evidence discussed by researchers in this regard state the dissatisfaction and frustration of international students when supervisors do not provide opportunities for them to address cultural topics as part of supervision (Lee, 2018). Such students described their supervisors as insensitive when they did do not address cultural issues (Lee, 2018).

In contrast, researchers have found that counselor educators perceived that non-western international students often experience cultural conflicts integrating treatment approaches from the western culture when compared to other groups influenced by their cultural perceptions (Ng, 2006). This evidence suggests that there is a need for further qualitative research to provide relevant, current, and practical information that foster successful cultural discussions in supervision (Gatmon, 2001).

The Practice of Multicultural Supervision

A vast number of studies have identified that supervision that deliberately encourages the exploration of multicultural issues promotes growth in supervisees’ cultural competencies, which is consistent with the ethical practice of the field (Ancis & Ladany, 2011; Inman & DeBoer Kreider, 2013; Killian, 2001; Ladany, Lehrman-Waterman, Molinaro, & Wolgast, 1999). However, empirical evidence demonstrates that despite the apparent importance of supervisors’ adherence to ethical practice, assessing these practices has been limited (Ancis & Ladany, 2010; (Constantine & Sue, 2007; Soheilian et al., 2014; Ladany et al., 1999). For instance, researchers have investigated the ethical practice of multicultural supervision and found many supervisors
lacking sensitivity to cultural issues with both their supervisees and their clients (Ladany et al., 1999). The supervisor’s responsibility is not only to address such cultural issues, but also to comprehend and facilitate supervisees’ understanding of the interactions of cultural, interpersonal, and therapeutic processes (Inman, 2006; Inman & DeBoer Kreider, 2013; Soheilian et al., 2014).

The consensus about this topic has been a general recommendation for mental health counselors to integrate multicultural discussions related to knowledge, skills, and awareness into the supervision process (Vereen et al., 2008). An additional recommendation has been for counselor education programs to provide training to on-site supervisors on how to better conduct clinical supervision related to multicultural issues (Vereen et al., 2008). Previous research does not provide enough evidence about what the actual process and practice of conducting a supervisory session that integrates effective multicultural issues looks like (Christiansen et al., 2011). This gap leads to an unsolved question of what such integration of multicultural discussions looks like in the daily practice of supervision. This question leads to the interest in this study discussed in the following section.

**Need for Qualitative Research**

The literature shows that there is a need for ongoing research that continues to explore the complexity of multicultural competencies, training, and supervision beyond the current self-report measures (Ancis & Ladany, 2011; Inman & DeBoer Kreider, 2013; Torres-Rivera et al., 2001; Vereen et al., 2008). Also present is the growing need to examine new and creative ways to implement the development of multicultural counseling competency in training programs (Vereen et al., 2008). What is yet insufficiently explored is the educator’s ability to fully integrate curricular, experiential, and practical experiences to prepare counselor trainees and
supervisees more effectively in the daily practice with clients of diverse cultures (Vereen et al., 2008). Although some work has been conducted to provide models of how to conduct multicultural supervision, researchers indicate there has been little discussion of what the actual process of multicultural supervision looks like (Buchanan, 2007; D’Andrea & Daniels, 1997).

There is evidence indicating that as much as multicultural competence is required for ethical and effective practice of supervision, there is a lack of integration of the cultural content within the supervision session (Constantine & Sue, 2007; Soheilian et al., 2014). The literature provides a Multicultural Competency Checklist for Counseling Training Programs (Ponterotto, Alexander, & Grieber, 1995); yet, there is little empirical documentation indicating how to implement such competencies in the daily practice within the supervisory session, a protocol, or the effects of implementing such a checklist (Hill, 2003). After a careful review of the literature, a protocol to conduct effective multicultural supervision sessions was not found. This researcher was searching for a model or protocol that would offer guidelines to initiate or integrate cultural conversations within the supervision session; however, no evidence was found with such guidelines.

Additional studies to understand more completely the key tenets of the multicultural supervision process within the session are required as evidence drawn from the literature leads to topics that are not answered yet. Such topics include how multicultural supervision is conceptualized within the supervisory session, the process or protocol followed in the supervision session, and which supervisory interventions (e.g. what supervisors say and do) are implemented or perceived as pertinent and culturally sensitive by supervisees.

A critical element in the issue of multicultural competence is how the supervisor’s role will facilitate the development of multicultural competence in the counselor-in-training. For this
reason, this study aimed at exploring what occurs in the supervision session to discover new ways of conducting effective multicultural supervision. This study is timely, considering how the U.S. demographic profile continues to grow in diversity. Therefore, counselors need to continue to be better trained through competent multicultural supervision. This process requires supervisors and counselors to have the ability to address cultural issues and continue to be open and engaged in the supervision process by working through their previous discomfort (Christiansen et al., 2011).

The aim of this study was to address the gap in the literature by developing a conceptual model of how the counseling supervision session integrates or neglects to integrate discussions about multicultural topics. Understanding the factors contributing to the supervisors’ avoidance to such integration may be explored in order to inform and develop theories that may influence future training. In contrast, the exploration of actual processes of effective integration of cultural discussions may lead to the development of theories and protocols that can be implemented in training and supervisory sessions.

The goal of this study required a method that can examine constructs and realities in the daily practice of supervision and the supervisor’s experience and perspective. These constructs are associated with discovering the process, action, and interaction occurring in the supervisory session. Therefore, a qualitative methodology with grounded theory method appears to be the best fit for establishing a theoretical framework that could later be tested through quantitative methods, along with other relevant constructs. In order to accomplish this process, the following chapter discusses the methodology used to explore how is the multicultural supervision conceptualized in order to discover processes, protocols, and theories that can further be quantitatively tested and implemented in the counselor education and supervision training.
Summary

This chapter reviewed the literature and evaluated the current empirical evidence supporting the need and relevance for effective and ethical multicultural supervision. The changes in demographics impacting the profile of the field of counseling education and supervision were reviewed. Further, a definition of multicultural supervision was given in light of the study. Discussion on the correlation, challenges in multicultural supervision, and consequently, the need for the current study in light of the literature review was also included.
Chapter Three

Methods

This chapter discusses the methodological foundation for exploring the conceptualization of the multicultural supervision session and the factors influencing supervisors’ integration or avoidance of integrating multicultural discussions in the supervisory session. First, a description and rationale for the selection of qualitative methodology is presented, including a discussion on the suitability of grounded theory for this topic. Next, a description of the research problem and specific research questions is provided. The intended role of the researcher and methods of data collection will be discussed, as well as procedures for analysis and generation of theoretical codes. Finally, verification procedures are addressed to enhance the trustworthiness of the study. Implications of this research may impact the field of multicultural counseling training and supervision, as well as clarify current issues surrounding the conceptualization of multicultural supervision.

Overview of the Study

Current literature demonstrates that the quality of the supervisory relationship between the supervisor and the supervisee has a direct correlation and impact between the supervisory relationship with the supervisee and the supervisee with the client (Bell, Hagedorn, & Robinson, 2016; Bernard & Goodyear, 2014; Crockett & Hays, 2015; Inman, 2006). The relationship between the supervisor and the supervisee is a parallel of the therapeutic relationship between the client and the supervisee (Bernard & Goodyear, 2014). The therapeutic relationship or alliance is vital to counseling and its outcome; in the same manner, the supervisory relationship is vital to supervision and the supervisee’s professional development (Bell et al., 2016). In terms of multicultural supervision, the supervisor’s multicultural competence is correlated to the
supervisory working alliance, and in turn that alliance is correlated to supervisees’ satisfaction with supervision (Crockett & Hays, 2015; Inman, 2006). The literature indicates that cultural interactions significantly affect the dynamics of the supervisory relationship as supervisors who do not include culture as part of the supervision process lead to the supervisee’s frustration and resistance (Hird et al., 2001).

Despite the current focus on multicultural competence in counseling and supervision, CACREP standards within the supervision and practicum experiences are not clear about counselors’ specific training to work with multicultural populations (Celinska & Swazo, 2017; Torres-Rivera et al., 2001). The literature indicates that multicultural counseling supervision competencies are widely researched; however, there is a significant gap in addressing the actual process that occurs within the counseling supervision session in regard to how multicultural issues are addressed. There is no evidence in the literature that addresses the factors that contribute to the lack of integration of multicultural discussions in the counseling supervision session. Finally, the literature does not provide a theory or research that investigates the thought processes or background of the supervisors who do acknowledge these topics. Thus, to the knowledge of this researcher there is no current evidence discussing what factors would influence a supervisor’s avoidance of integrating multicultural discussions in the supervision process. In order to address the issue of integrating multicultural discussions in supervision it is important to consider what is influencing the supervisor’s avoidance of multicultural topics and integrating such topics in the supervision session.
Rationale for Qualitative Research Design

The purpose of qualitative research in the field of counseling and psychotherapy is to enhance knowledge that would serve to expand how and why this field is effective (McLeod, 2011). Qualitative research methodology emphasizes the importance of understanding the complexities of individuals’ lives by examining particular perspectives in their context (Bloomberg & Volpe, 2016). This methodology also emphasizes the study and importance of context in helping understand a phenomenon of interest. (Heppner, Paul, Wampold, Owen, Thompson, & Wang, 2016). The nature of qualitative research helps the quality of information through the narratives, stories, and conversations, giving meaning and value to the experiences of participants, which in turn illuminate knowledge (McLeod, 2011).

Hays and Singh (2011) explain, “Qualitative research is the study of a phenomenon or research topic in context” (p. 4). Qualitative research helps address the questions of “How” and “What” by providing conceptualizations, process, and understanding of the context, circumstance, and environment of the matter under investigation (Bloomberg & Volpe, 2016). Qualitative research methodology, as opposed to quantitative methods, is a radically different way to approach knowing and understanding, as it holds the promise of generating new insights and discovery of new information by providing justice to the experience of research participants (McLeod, 2011).

Grounded theory allows the researcher to immerse himself or herself in the data to arrive at an interpretation of the phenomenon of interest (McLeod, 2011, p. 118). The main purpose of a grounded theory approach is “to generate theory that is grounded in data regarding participants’ perspectives for a particular phenomenon” (Fassinger, 2005, pp. 156-157) by discovering new ways of examining the world, allowing data to guide theory development (McLeod, 2001). The
goal of grounded theory is to move beyond description of the phenomenon and have the researcher generate or discover a theory of a process, an action, or an interaction grounded in the views of the research participants (Corbin & Straus, 2015).

Other research designs would be less effective in exploring this topic as researchers agree that there is sufficient evidence indicating the need for competent multicultural supervision and the lack of qualitative data exploring the depth of the process within supervision to be multiculturally competent (Christiansen et al., 2011; Lam, 2013; Lerma, Zamarripa, Oliver, & Cavazos Vela, 2015). As explained in Chapter One, the purpose of this research in using grounded theory was to provide an explanation of the factors occurring during the supervision session that influence supervisors to integrate or avoid the integration of multicultural topics in the supervisory session.

This study provides a deeper understanding of the factors contributing to dynamics occurring in the supervisory session that may be explored further in order to inform and develop theories that may influence future training. Grounded theory will provide the opportunity to investigate what processes, actions, and interactions contribute to the supervisor’s avoidance or integration of cultural topics in supervision. Additional reasons to use a grounded theory methodology is due to one of the roadblocks to effective cultural training, is the lack of distinction and clarity within the CACREP standards about multicultural specific practices in supervision and practicum experiences, and counselors’ specific training to work with multicultural populations (Celinska & Swazo, 2017; Torres-Rivera et al., 2001). Grounded theory is especially helpful when current theories about a phenomenon are either inadequate or nonexistent (Creswell, 2008). In this particular case, the literature does not provide information
about the reasons why supervisors do not address multicultural issues, but grounded theory should provide an explanation for the interaction of this process.

Bloomberg and Volpe (2016) indicate that grounded theory explains a phenomenon and processes to make significant contributions in terms of knowledge building and potential practical application. Thus, grounded theory has the potential to contribute with significant knowledge to address the issue of multicultural competency in counseling supervision. There is no evidence of a current specific protocol or theory that would help supervisors in the integration of multicultural issues in daily practice of supervision. Grounded theory will help generate the basic tools that may be needed to address this issue by creating a standard, protocol, or theory. These standards, protocols, and/or theories can influence multicultural training and supervision, which may involve the exploration of factors that influence why these issues are ignored or avoided.

**Researchable Problem**

The research problem for this study has been identified through both an initial review of the literature and the personal experience of the researcher in the field of multicultural counseling and supervision. Gaps in current literature support the need for further qualitative research to address and explore the complexities of multicultural competencies, training, and supervision beyond the current self-report measures (Vereen et al., 2008). Also present is the growing need to explore the ability of educators to fully integrate curricular, experiential, and practical experiences to more effectively prepare counselor trainees for work in a pluralistic society (Torres-Rivera et al., 2001). There is a need for supervisors and therapists to have the ability to sit with the discomfort of addressing multicultural issues and continue to be open and
engaged in the supervision process by working with the supervisees through such discomfort (Christiansen et al., 2011).

Evidence supports that supervisors are responsible for creating a dialogue that directly addresses factors of diversity that may exist between the supervisor-supervisee and the supervisee-client (Tohidian & Quek, 2017). It is suggested that future research should examine a supervisor’s multicultural competencies and further clarify them in detail to better understand the various components and how each of them possibly relates to positive supervisory outcomes (Kissil et al., 2013). The literature indicates that future research should collect data from multiple sources (e.g., supervisees, educators, etc.) to triangulate on the construct of multicultural supervision competence (Hird et al., 2001). This indication is one of the reasons for this study to use three methodologies in order to triangulate data.

The issue of multicultural training for therapists and supervisors is important, but is not complete without also addressing the process of multicultural supervision with its accompanying emotional reactions. Christiansen et al. (2011) suggest that more research is needed to fully comprehend the processes of multicultural supervision when unplanned diversity issues arise. Vereen, Hill, & McNeal (2008) indicate the need for additional ongoing research that further explores the complexities of multicultural supervision, its competencies, and processes. The discussions of this topic continue to indicate the need to explore new and creative ways to implement multicultural counseling competencies in the counselor training process. Finally, what contributes to the validation of this research topic is the gap in the literature that indicates the need to explore the ability of educators to fully integrate curricular, experiential, and practical experiences to prepare counselors more effectively to work in a society that is constantly being impacted by the demographic changes (Vereen et al., 2008).
Research Questions

The research question in qualitative research is designed to give the researcher flexibility to deeply explore a problem or phenomenon, as well as identify the key people, groups, or issues to be investigated (Corbin & Strauss, 2008). As such, questions should be broad enough to allow for thorough exploration of emergent themes, but not too broad as to make a study meaningless (Hays & Singh, 2011). Through the review of the literature it was found that multicultural counseling supervision competencies are widely addressed and researched. However, there is a significant gap in addressing the actual process that occurs within the counseling supervision session in regard to how multicultural issues are addressed. There is no evidence in the literature that addresses the factors that contribute to the lack of integration of multicultural discussions in the counseling supervision session. Finally, the literature does not provide a theory or research that investigates the thought processes, actions, interactions, or background of the supervisors who do acknowledge cultural topics.

The literature does not provide evidence discussing what factors would influence a supervisor’s avoidance of integrating multicultural discussions in the supervision process. In order to address the issue of integrating multicultural discussions in supervision it is important to consider what is influencing the supervisor’s avoidance of multicultural topics and integrating such topics in the supervision session.

With these guidelines in mind, the primary research question for this study was: How do counseling supervisors conceptualize the practice of multicultural counseling supervision in counseling supervision sessions?

The research question was followed by four sub-questions:

1. What influences positive multicultural competency in counseling supervision?
2. How does the conceptualization of multicultural counseling supervision session influence multicultural competency training?

3. What factors or individual differences among counseling supervisors contribute to or hinder the integration of multicultural discussions within the supervisory session?

4. What personal and professional factors developed and shaped your own development of your multicultural competency (e.g., supervision, academic training, other training)?

The goal of this research was to discover a process that would strengthen the supervisors’ multicultural self-efficacy so they can be better equipped to integrate multicultural topics in the supervisory session. This research would also help resolve the supervisor’s affective issue of being uncomfortable addressing or integrating multicultural topics in the supervision session. The results would help develop protocols to be used in the daily practice of multicultural supervision and enhance competencies of both supervisors and supervisees. An additional contribution would be to influence or inform multicultural counseling supervision training and address any issues of a supervisor’s self-efficacy in the practice of multicultural supervision.

Role of the Researcher

Creswell (2009) indicates that the role of the researcher is a key instrument as it is his or her primary responsibility to collect and interpret the data, observe the participants’ behaviors, and interview participants. The fact that qualitative research is an interpretative research indicates that the researcher is involved intensely with participants, which introduces a range of personal and ethical issues into the research process (Creswell, 2014). The interest in this study was not only the result of research, but also the result of clinical and supervisory experience, which inevitable brings some biases with the potential to compromise objectivity. Some of the researcher’s biases come as a result of working with Hispanics in Texas and observing the lack
of multicultural competency on the part of non-Hispanic counselors and supervisors. Although this study included all diverse populations, the lack of appropriate supervisory training in the State of Texas has contributed to experiencing first hand supervisees’ and supervisors’ lack of multicultural competence to work with diverse populations.

These biases were acknowledged and taken into consideration through the course of the study. The personal objectivity of this researcher was also taken into consideration and in order to prevent its interference with the interpretation of the study, this researcher identified her biases, personal background, and values through self-reflection and the use of bracketing (Patton, 2002). An additional role included the understanding of the meaning of each participant’s voice to communicate the data accurately from the perspective intended by the participant (Haynes & Singh, 2016). This researcher conducted the interviews personally, along with transcripts and recordings, to ensure the interpretation of the data was communicated with accuracy. Lastly, this researcher kept in mind that one of her primary objectives with the study was to advocate for supervisors, supervisees, counselors in training, and ultimately clients.

**Research Plan**

After the approval of this study by the dissertation committee, the researcher submitted the proposal to the Human Subjects Committee of the Institutional Review Board (IRB) at Liberty University, which is required to review all research involving human participants to ensure the privacy, confidentiality, and safety of participants. The research plan addressed the research sample, procedures, participants, and methodology. This study utilized three procedures to maximize triangulation and trustworthiness: individual interviews, focus group, and surveys. The study was approved by the IRB at Liberty University with the exemption: IRB 3617.011819. (IRB approval letter, Appendix G).
Research Sample

Researchers agree that the gold standard sample for qualitative research is between 7 to 15 participants (Patton, 2002; Hays & Singh, 2011). Fourteen participants were recruited in this study, four Licensed Professional Counselor Supervisors (LPC-S) participated from the focus group, five Counselor Educators and LPC-S participated of the individual interviews, and five participants responded to the survey. The five participants who responded to surveys were a combination of counselor educators and LPC-S. All participants were either counselor educators, Licensed Professional Counselor Approved Supervisors, and/or Approved Clinical Supervisors. The sample was homogenous with individuals who are similar and had experience with the research question. As data collection proceeded and the categories emerged, the researcher sought a homogenous sample to explain the conditions under which the emerging categories hold true (Creswell, 1998; Heppner, Wampol, Owen, Wang, & Thompson, 2016). Corbin and Strauss (2008) recommended theoretical sampling as the sampling procedure of choice in grounded theory studies. This method originates with an initial sample, based on the research question, and then allows the researcher to “follow the data” by investigating new concepts as they arise. In this way, the full sample is not predetermined and thus a greater variation of data is likely (Corbin & Strauss, 2008).

Sampling Procedure. Participants were chosen based on the theoretical criteria and/or relevance of the study and snowball sampling. Corbin & Straus (2008) recommend theoretical sampling as the sampling procedure of choice in grounded theory. Snowball sampling, which is also called chain or network sampling, is often referred to as a natural fit for a convenience sampling strategy (Hays & Singh, 2011). Once the researcher found a typical participant for study, then she asked if that individual knew other people who also fit the criteria for the study.
Two participants out of 14 were referred by snowballing sampling. Hays and Singh (2011) indicate that this sampling method goes on and on as having a “snowball” or “chain” effect because the researcher is using people’s relationships with one another to identify the sample. In this case it was not necessary to continue to ask since the total participants of 14 meets the gold-standard criteria presented by Hays and Singh (2011).

Considering the nature of this study, the researcher considered relevant and main criteria to select counselor educators, Licensed Clinical Supervisors, Licensed Professional Approved Supervisors, and Approved Clinical supervisors in universities, private practice, and mental health clinics/agencies. The researcher selected participants from universities to fulfill the criteria of the participant being an active counselor educator. Other participants were chosen from private practices, as well as mental health clinics and/or community agencies to ensure a heterogenous sample. A more detailed description of the participants is presented in chapter four with the table describing Participants Demographic Information (Table 1).

The sample included a variety of ethnicities and races to enhance generalizability. Once participants were identified/selected, they received a Recruitment Letter with personal invitation from the researcher (Appendix I). Upon acceptance of participation in the study, the researcher provided a thank you letter with further instructions to the procedure and methods of the study and the informed consent (Appendix D). Participants for the survey method of the study received the survey questions (Appendix F). The nature of this study was voluntary, and participants were free to not answer any question or withdraw at any time. None of the participants withdrew from the study.
Confidentiality

To ensure confidentiality to the participants, the researcher had the responsibility for contacting and interviewing participants personally. Transcripts were coded with numerical identifiers that the researcher maintained for the purposes of member checking. All identifying information provided within the interview was saved in an electronic document secured with a password in a password locked computer. Participants signed an informed consent detailing the extent of confidentiality. The records of this study were kept private and stored securely where only the researcher has access to the records.

Participant’s Questionnaire

A participant’s demographic questionnaire (Appendix B) was provided to the participants in order to obtain relevant information that would enhance the quality of the data. Demographic information included years in their particular training program, years in the field of counseling and supervision, years supervising students and/or interns, race, ethnicity, age, and geographical area. Other questions such as “How many students has the participant been supervising in an average year?” were significant in providing relevance and applicability of the interviews and study.

Data Collection Methodology

This research collected data through three different methods: individual interviews, focus group, and surveys. Using multiple methods for conducting qualitative research provides triangulation of data sources, which yields various findings, illustrates themes, and contributes to the maximization of trustworthiness (Corbin & Strauss, 2008; Hays & Singh, 2018). By using three methods of data collection, validity through saturation was enhanced (Corbin & Strauss, 2008).
Individual Interviews

Individual interviews are of the most widely used qualitative method to collect data (Nunkoosing, 2005). Interviews typically consist of up to ten questions, not including the probing questions that serve as an introduction to the topic and interview process (Hays & Singh, 2012). Corbin & Straus (2015) indicate that semi-structured interviews enable researchers to maintain some consistency over the concepts that are covered, which will be the same in each interview. Some of the concepts and topics will be chosen based on the current literature and practice.

The researcher interviewed the participants with a list of semi-structured questions described in the protocol included in the Appendix A. Participants discussed their own self-reflections about the process they follow to conduct supervision and how they do or do not address the integration of cultural discussions. The process of the interview began with a brief introduction where the researcher thanked the individual for participating in the study and provided an overview of the outline for the time they would spend together. The interview format was via face-to-face contact, personal, Skype, or WebEx form of video conference system. The length of the interview was scheduled for 45 to 60 minutes.

Each interview was recorded and transcribed since recording and tracking participants’ self-reflection and analytical insights during data collection are intricate parts of qualitative analysis (Patton, 2002, p. 436). Denzin and Lincoln (2018) indicate that digital is the new preferred format for recording audio interviews in qualitative research because it aids the process by allowing the researcher to focus on the interview and interaction. The recording device was a “voice-memo” recording application in the researcher’s iPhone, which had the capability for the recorded file to be transferred into a computer to be easily transcribed with a “speech-to-text”
voice recognition and transcription software. The protocol for the interview included approximately 10 questions to ensure that the researcher has open access to relevant data. However, after the questions on the list were covered, participants were encouraged to freely add any pertinent information they considered fit or relevant to the discussion and study (Corbin & Strauss, 2015).

**Interview Questions.** Primary interview questions are constructed based upon the literature review and research questions. It is common for grounded theory research that questions may be revised as the study progresses in order to explore new concepts more fully (Hays & Singh, 2012). Therefore, there is a possibility that as individual interviews progress, the interview questions protocol may be adapted accordingly (Creswell & Poth, 2017). This method allowed for the emergence of themes driven by the data, rather than be restricted by the researcher (McLeod, 2011). Interviews were semi-structured to allow for elaboration and new directions. The interview protocol can be found on Appendix A.

**Participant Questionnaire**

Individuals who consented to participate in the study were asked to complete a questionnaire containing demographic information and information specific to their specialty area (see Appendix B). Questions included information such as age, gender, years in practice, specialty area, and details about supervisee’s populations and typical case discussions addressed in counseling supervision.

**Focus Group**

Focus Groups have been used in several disciplines such as marketing, sociology, and business since the 1940’s (Hays & Singh, 2012). Later in the 1970’s the group format was applied to counseling, psychology, education, and public health among others (Wilkinson, 2003).
Focus groups are also called group interviews and they facilitated group discussions that possess elements of both individual interviews and participant observation (Bloomberg & Volpe, 2016). This method is considered valuable due to how the group interaction may accentuate members’ differences and similarities to give a richer quality of information the different experiences and perspectives (Lambert & Loiselle, 2008).

Focus groups are considered well suited to uncover information about the effectiveness of counseling interventions, programs, and processes (Kress & Shoffner, 2007). This characteristic of focus groups is one of the reasons it was used as an additional data collection method in this grounded theory study. It has been stated previously that one of the objectives of this study was to uncover processes that underlie behavior in order to generate or discover processes, actions, or interactions (McLeod, 2011); this method of data collection fits the nature of this study. Adding focus groups as a data collection method provided the opportunity to generate data from the interactions among participants who shared a common experience or perspective (Bloomberg & Volpe, 2016; McLeod, 2011).

**Participants.** The primary purpose of a focus group is to discuss a particular topic of interest through gathering individuals who are homogeneous in some manner (Hays & Singh, 2018). Generally, focus groups involve 6–12 individuals with one or two facilitators (Hays & Singh, 2018). Seven participants were invited; however, only four participants were able to participate of the focus group. Participants were selected for their similarities with regard to at least one particular characteristic related to the topic of study (Hays & Singh, 2012), in this case the characteristic being a licensed professional counselor, counselor educator, or approved supervisor. Focus group interview data can provide insight on the attitudes, beliefs, and experiences of individual participants; it is the *interactive* nature of this data collection format
that produces data that cannot be obtained from individual interviews (Bloomberg & Volpe, 2016).

**Focus Group Questions.** The protocol of questions for the focus group is included in Appendix E. Questions are drawn from the literature, the research questions, and the individual interview protocol.

**Surveys**

The use of surveys is usually a method to collect data in quantitative research design; however, it is also used as an adjunct method in qualitative research design (Bloomberg & Volpe, 2016). Surveys are considered a systematic method to gather information from a sample for the purpose of “constructing quantitative descriptors of the attributes of the larger population of which the entities are members” (Groves, Fowler, Couper, Lepkowski, Singer, & Tourangeau, 2011, p. 2). This method for collecting data allows the researcher to collect information in a short period of time through interviewing a sample of respondents from a well-defined population (Blair, Czaja, & Blair, 2014). An advantage of survey methodology is that it is easily administered and managed (Fowler, 2014). Other benefits for its use is that it is inexpensive and provides easy access to data (Groves et al., 2011). This data can be collected by mail, email, phone, internet, or in person (Blair, Czaja, & Blair, 2014).

**Participants.** Participants for the survey included licensed professional counselors, approved supervisors, mental health counselors, clinical supervisors, and counselor educators.

**Questions.** The structure of survey methods included open-ended and semi-structured questions seeking to palpate into the participants’ personal experiences and perceptions (McLeod, 2011). A protocol for focus group, individual interviews, and survey questions is found in the Appendix F.
Data Analysis

The purpose of data analysis in qualitative research is to make sense of the various concepts gathered through data collection by piecing them together in search of a larger meaning (Creswell, 2009). There are a number of strategies involved in grounded theory that facilitate the development of theory that is grounded in data (Bloomberg & Volpe, 2016). Data analysis and theory construction through grounded theory is considered an evolving process (Charmaz, 2000). Straus and Corbin (2015) describe the process of data analysis in grounded theory as finding key phrases or words and experimenting with meanings; they call these “analytical tools.” These analytical tools are identified as “open coding,” “axial coding,” and “selective coding” (Bloomberg & Volpe, 2016; Corbin & Straus, 2015).

In this study, data analysis was conducted using grounded theory to record, categorize, and code the themes emerging from the interviews. The first pieces of data influenced the way subsequent data was collected and analyzed. This cyclical process of data collection and analysis was conducted until the analysis reached saturation, with no new concepts emerging (Wasserman et al., 2009). There are several techniques for analyzing and sorting data, all of which occurred at different times throughout a study. Memoing helped facilitate and record these analysis procedures, and therefore were not seen as a separate process (Corbin & Strauss, 2008).

The researcher began the process of data analysis with open coding, which is coding data for major concepts and categories of information. From open coding, “axial coding” emerged creating sub-categories and identifying one open coding category as the “core phenomenon” (Bloomberg, & Volpe, 2016). “Selective coding” was the final step in this process where the researcher analyzed and integrated the categories to develop a hypothesis, resulting in a theory...
(Bloomberg & Volpe, 2016; Corbin & Straus, 2015). After data was analyzed and themes emerged were coded and classified, a table was created with central themes, contents, and statements in order to provide a thorough analysis of the data collected (Hays & Singh, 2018). The storyline emerging from these categories and their associations created the case for a particular issue, theory, or phenomenon (Corbin & Straus, 2008).

The researcher used pseudonyms to preserve confidentiality of participants. The researcher’s work was directly supervised by the dissertation supervisor. Results were gathered and represented in figures to facilitate the reading and understanding of the findings. Each of the figures, themes, and results are discussed in Chapter Four.

**Memos**

Memos are a way for the researcher to record concepts, insights, and the development of the study (Ghezeljeh & Emami, 2009). Memos are also one core component of grounded theory research to track significant themes and interpretations emerging from the data as they contribute to the detail and conceptualization of the study (Corbin & Strauss, 2015). Hence, memos were created by the researcher to record thoughts, interpretations, personal reactions, and insights throughout the research.

**Verification Procedures**

Verification procedures are associated with the trustworthiness of the study to ensure that the researcher is trustworthy, accurate, and plausible (McLeod, 2011). Trustworthiness is a term used in qualitative data to establish the validity of the study through various verification procedures (Hays & Singh, 2011; Bloomberg & Volpe, 2016). Patton (2002) indicates that an additional step in establishing trustworthiness is to have the researcher “bracket” his or her assumptions of the study in order to avoid any influences on participants’ data. The bracketing
of assumptions was a continued process throughout the study since the beginning steps. Such assumptions and biases regarding this study are explained in the introductory chapter of this study. In qualitative research the criteria to establish trustworthiness include credibility, transferability, dependability, and conformability (Bloomberg & Volpe, 2016). Following is a description of how this researcher employed strategies to enhance trustworthiness in this study.

**Credibility**

When the participant’s perceptions are congruent with the researcher’s portrayal of them it is considered that the data has credibility (Bloomberg & Volpe, 2016). In other words, credibility has to do with the researcher’s ability to represent well what the participants communicated. Lincoln and Cuba (1985) describe credibility as the “believability” of the study. One way of ensuring credibility is by not influencing how participants’ perspectives and voices are preserved and portrayed is conducting member-checking (Haynes & Singh, 2016; McLeod, 2011; Bloomberg & Volpe, 2016). This researcher provides detailed accounts of sampling procedures, coding methods, formation of major categories and themes, and detailed descriptions of how the findings and final theory were determined, showing evidence that results are applicable and meaningful (Corbin & Strauss, 2008).

**Transferability**

Transferability is associated with generalizability and is also referred to as “naturalistic generalizability” in quantitative research (Haynes & Singh, 2011). This process determines how well the findings can be applied to the general population and other settings. Although qualitative research is not expected to be generalizable to all settings, it is likely that lessons obtained from the research may be useful to other settings (Bloomberg & Volpe, 2016). To
accomplish transferability, the researcher provided detailed information about the sample, setting, and process in order to make it replicable.

**Dependability**

Dependability parallels reliability and it refers to whether the results are consistent over time and across researchers (Haynes & Singh, 2016). McLeod (2011) indicates one way of ensuring dependability is by asking colleagues to code several interviews to establish reliability of the findings. This study provides detailed information and thorough explanation of how the data was collected and analyzed in a manner as if the data would be audited (McLeod, 2011). The dissertation supervisor took the role of ensuring dependability by supervising the coding process and later came to a consensus of the themes emerged.

**Confirmability**

Haynes & Singh (2016) add the term “confirmability” as part of the process of trustworthiness to ensure the findings are authentic reflections of the participants. Bloomberg & Volpe (2016) indicate this concept is similar to neutrality and objectivity in quantitative research. To ensure confirmability the researcher prevented interference by adhering strictly to the data resulting from the emerging themes, reporting it directly from the transcripts and surveys. Haynes and Singh (2016) call this process “listening to the data.”

**Summary**

This chapter has discussed a rationale for this study and a methodological foundation for exploring the conceptualization of the multicultural supervision session and the factors influencing supervisor’s avoidance to integrate multicultural discussions in the supervisory session. Research questions have been presented along with a description of the research problem and its rationales. The intended role of the researcher and methods of data collection
have been discussed, as well as procedures for analysis and generation of theoretical codes.

Finally, implications of this research have been established as impacting the field of multicultural counseling training and supervision, as well as clarify current issues surrounding the conceptualization of multicultural supervision.
Chapter Four

Findings

This chapter will provide detailed information about the findings and emerging themes resulting from participants’ responses to the research foci and protocols. The chapter provides tables and figures to facilitate the presentation and description of the findings. At the end of the chapter, a brief summary is provided.

This study examined the process, action, and interaction among supervisors and supervisees within the supervision process to find how supervisors conceptualize the practice of multicultural counseling supervision within the supervision sessions and the integration of multicultural discussions in supervision. The research investigated what influences positive multicultural competency in supervision and what factors contribute to or hinder the integration of multicultural discussions within the supervisory session. One additional question explored how the conceptualization of multicultural counseling supervision session influences multicultural competency training.

Figure 2 describes the context from where this study was originated. Considering the fact that the research problem is observed within the context of the supervisory session, the intention of this researcher was to explore the process, actions, and interactions occurring within the supervision session that would provide answers to the questions generated by the review of the literature (Bloomberg & Volpe, 2016; Fassinger, 2005; McLeod, 2011). The literature identified several deficiencies in the area of multicultural competencies in supervision. Some of those deficiencies are a lack of clinical training to work with diverse populations, an increased need for incorporating multicultural competencies in supervision, lack of multicultural self-efficacy, lack of multicultural competencies, lack of integration of skills and techniques to integrate cultural
discussion in supervision, lack of attention to multicultural issues, and the urgent need to integrate cultural conversations in supervision. Consequently, this study focused on exploring the dynamics, processes, actions, and interactions among supervisors and supervisees within the supervision session.

Figure 2 illustrates the framework of this study. This figure describes that although the dynamics of the supervisory relationship could be explored beginning from the educational context, the focus of this study was only from the context of the interaction between the supervisor and the supervisee in the supervision session context. The dotted lines marked the context of the supervisee and supervisor interaction to focus on the exploration and development of multicultural competencies. The literature indicated that there is an increased need for multicultural competency in the supervision process (Tohidian & Quek, 2017); this study focused on exploring the need for supervisees to attend to cultural issues in their therapeutic work (Inman & Ladany, 2014). Thus, the figure uses the dotted lines to delineate the context and boundaries of this study.

Figure 2

Framework of the Study
Participants Profiles

As discussed previously in chapter three, the research sample for this study consisted of licensed professional counselor supervisors, counselor educators, and advanced clinical supervisors. This sample was purposefully selected due to the nature of the study investigating the actions, processes, interactions, and dynamics within the supervision session among supervisors and supervisees and the interaction of the supervisory relationship (Bloomberg & Volpe, 2016). The Institutional Review Board at Liberty University approved this study with the exemption: IRB 3617.011819. The IRB approved the study indicating the following:

The expedited review category (45 CFR 46.110), which is applicable to specific, minimal risk studies and minor changes to approved studies for the following reason(s): 6. Collection of data from voice, video, digital, or image recordings made for research purposes. 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (IRB approval letter, Appendix G)

After the approval of the IRB was received, the researcher proceeded to identify and recruit participants. Three procedures were part of the methodology: a focus group, individual interviews, and individual surveys. A total of 14 participants were recruited for this study. Four participants were interviewed through the process of a focus group, five participants were interviewed through a process of individual interviews, and five participants responded to a survey with open-ended questions. Having a total number of participants of 14 made this a
strength in this study since it falls within the gold standard for qualitative research and grounded theory by maximizing trustworthiness and saturation (Hays & Singh, 2011; Corbin & Straus, 2008; Patton, 2002).

An overview of the demographics of participants is presented in Table 1. This sample is considered strong due to the heterogeneity of the participants since the wide variety of age ranges was across the lifespan from age 25 through age 70+, which provides a broad overview of the processes at different stages. All participants were supervisors, 12 participants were Licensed Professional Counselor Supervisors, one participant was an Advanced Clinical Supervisor, and one participant was a Licensed Clinical Professional Counselor Supervisor. Six of the participants were counselor educators. Participants reported years of experience in the practice of supervision between 7 and 20 years.

Table 1

<table>
<thead>
<tr>
<th>Participant</th>
<th>Gender</th>
<th>Age Range</th>
<th>Race/Ethnicity</th>
<th>Profession &amp; Years of Experience</th>
<th>Practice Setting</th>
<th>Geographical Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cecilia</td>
<td>F</td>
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<td>African American</td>
<td>LPC-S CEU</td>
<td>PP</td>
<td>North Texas</td>
</tr>
<tr>
<td>Wilma</td>
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<td>LPC-S</td>
<td>PP</td>
<td>Mississippi</td>
</tr>
<tr>
<td>Julia</td>
<td>F</td>
<td>45-54</td>
<td>Hispanic</td>
<td>ACS</td>
<td>Non-P</td>
<td>New Jersey</td>
</tr>
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<td>Caucasian</td>
<td>LPC-S</td>
<td>Non-P</td>
<td>North Texas</td>
</tr>
<tr>
<td>Mindy</td>
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<td>Caucasian</td>
<td>LPC-S</td>
<td>PP</td>
<td>North Texas</td>
</tr>
<tr>
<td>Fred</td>
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<td>LPC-S/CE 20+</td>
<td>University</td>
<td>North Texas</td>
</tr>
<tr>
<td>Trevor</td>
<td>M</td>
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<td>Caucasian</td>
<td>LPC-S/CE</td>
<td>University PP</td>
<td>Virginia</td>
</tr>
<tr>
<td>Teresa</td>
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<td>LPC-S/CE</td>
<td>University</td>
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<tr>
<td>Velia</td>
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<tr>
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<tr>
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<td>LPC-S/CE</td>
<td>University</td>
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<tr>
<td>Neil</td>
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<td>Caucasian/Australian</td>
<td>LPC-S/CE</td>
<td>University</td>
<td>New Orleans</td>
</tr>
</tbody>
</table>
Data Analysis

The process by which data was generated, gathered, and recorded is described as follows. After the data collection process was finalized, the researcher proceeded to code and analyze data using the procedure recommended by Corbin and Strauss (1990), where first each response from the participants was coded by initial categories in terms of activities and processes as well as basic social processes. First categories were then identified using open coding and later regrouped into higher order categories using axial coding. Consequences of categories were identified, leading to the synthesis of the main themes using constant comparisons that looked at the meanings of all categories and contrasted with each other across each of the interview responses. Following recommendations by McLeod (2011) categories that had the same meaning were collapsed into a single category. The result of such analysis led to identifying three main themes. Other sub-themes that emerged from data associated with the main themes are identified under each category.

Data Tracking Systems

The systems used for keeping track of data and emerging understandings were research logs created in a Microsoft Excel spreadsheet where the researcher recorded codes emerging from data transcribed. Each of the logs were titled by data collection procedure such as focus group, individual, interviews, and surveys. The researcher used memoing as reflective journals
to record the process and experience during the research process (Corbin & Strauss, 2008).

Three coding processes were followed: open coding, axial coding, and selective coding. Each process was recorded in Excel spreadsheets to keep them organized.

**Presentation of Data and Results of Analysis**

**Overview**

Each of the interview transcriptions and surveys were coded and analyzed by the researcher by hand; later they were transferred into an Excel spreadsheet, and then transferred into NVIVO software for triangulation of data analysis. The analysis of data revealed three main themes, the first theme emerged from data was the “Intentionality of Integration” of cultural discussions in multicultural supervision. The second theme was the characteristics of a “Competent Multicultural Supervisor,” and the third theme was the components of a “Competent Multicultural Supervision Process.” These three themes formed the foundation for *A Model for Competent Multicultural Counseling Supervision*. Other sub-themes emerged within the context of the three main themes and they will be discussed under each category. The framework resulting from the emerged themes will be represented in Figure 3.

**Themes Resulting from Analysis**

After results were analyzed, the emerged themes revealed a model for the practice of competent multicultural counseling supervision through the intentional integration of multicultural discussions in the supervision session. The model is represented with a pictorial image along with the main themes emerged from the two components encompassing the model for competent multicultural counseling supervision (Figure 3). The pictorial image of the model will be described first, followed by a description of each component and its themes, along with its relationship to each other.
Figure 3

A Model for Competent Multicultural Counseling Supervision

The Model for Competent Multicultural Counseling Supervision has two components. The first component involves the supervisor’s multicultural competencies while the second component involves the strategies regularly practiced by participants in a competent supervision process. The first component represents an action and interaction of three main themes: the supervisory relationship, the supervisor’s responsibility, and the supervisor’s professional and
personal characteristics. The interaction of these three themes within the competent multicultural supervisor informs the competent multicultural supervision process.

The second component of the model for competent multicultural counseling supervision is the competent multicultural supervision process which is informed by the multicultural competent supervisor. The competent multicultural supervisor facilitates the process of supervision within the session with various intentional strategies to integrate cultural discussions practiced regularly. The competent multicultural supervisor teaches, implements, and practices intentionality of integration of cultural discussions through five strategies regularly as part of the multicultural supervision process.

The five strategies practiced by supervisors regularly include the following: the supervisor follows and teaches competencies according to CACREP and ACA standards (CACREP, 2016; ACA, 2014), embeds cultural discussions in case conceptualization, assesses the supervisee’s developmental needs and cultural readiness, and promotes and encourages ongoing professional development and growth. By implementing these strategies in the supervision session and process, the supervisor is developing and strengthening the supervisee’s multicultural competencies. The entire model is infused by the intentionality of integration of cultural topics resulting in a model that promotes multicultural competency in the counseling supervision session. The circular arrows surrounding the second component indicates that supervisors follow that supervision process as a regular practice and natural process with every supervisee throughout the entire process of supervision.

**Intentionality of Integration**

The primary theme resulting from the analysis of data was the theme of *Intentionality of Integration*. This theme was saturated across the three procedures: focus group interviews,
individual interviews, and surveys. *Intentionality of Integration* is the main overarching theme encompassing and unifying all the themes and sub-themes of the model. The first theme will be discussed first, followed by the two components forming the model. Following that discussion, the description of the main themes within each component and each sub-theme will be discussed. Figure 3 presents how the intentionality of integration is interweaving together all the main themes throughout the model.

The core theme emerging from the data throughout all participants and procedures was the *Intentionality of Integration*. The word and concept of “intentionality” was used by every participant in every topic discussed, every question answered, and every recommendation provided. Two main components encompass the main processes guided by the intentionality of integration of cultural discussions in supervision. These include the intentionality of integration in the supervision process and the intentionality of promoting multicultural competencies in the supervisees through the supervisory relationship, the latter intentionality of integration informs the supervision session. Several sub-themes emerged from the intentionality of integration under each component’s category, which will be presented with its corresponding figure at the beginning of each description of the findings later in this chapter.

When participants were asked about their thoughts on integration of multicultural topics in supervision, all of them used the word “intentional,” and most of them used the word “intentional” along with the word “explicit,” with some of the participants using the words interchangeably. Other participants used terms associated with being intentional, thus the selection of the word. Neil, who has been a counselor educator and supervisor for more than 20 years indicated, “Integration of multicultural discussions in supervision is essential to the development of competent counseling and counselors.” Peter stated:
I think the integration of multicultural discussion needs to occur at the implicit and explicit level. Implicitly, it is an integral part of how we think in the leadership we provide and what we choose to focus on in the supervision. Explicitly, the discussion occurs in an open and free manner modeled by the supervisor. Implicitly and explicitly, supervision rise[s] to the challenge of having courageous conversations about multiculturalism with supervisees.

One of the participants named Trevor reported the importance of explicitly discussing relevant cultural issues in supervision. He said, “I just think it's important to just help my supervisees recognize and to make it explicit as what's it like for you to be an African American man with a Caucasian female counselor.” Trevor continued, indicating, “I think the explicit part is that we have to discuss these issues and just like anything we do if there's any difference.” Trevor raised the importance of intentionally opening up the discussion of cultural issues to prevent risks or potential problems by neglecting its integration. He reported, “if we don't have an understanding of that and in humility, then I think we're just making the problems worse by not talking about them.”

The value and importance of integration was indicated by a participant named Manuel who has been a counselor educator and supervisor for more than 20 years. He indicated that this process has to be initiated at the beginning of supervision, indicating, “I think just getting it out pretty quickly and just broaching the topic within the first couple sessions.” When discussing the importance of intentional integration as part of the supervision process, all participants indicated that there needs to be an intentional and authentic interest to integrate multicultural discussions since it is part of a holistic view of supervision that begins with the supervisory relationship, following the integration of cultural discussions in case conceptualization and case
reviews, and continuing on to the rest of the competencies in counseling supervision. Gayla, who participated in the focus group interview, indicated, “I feel that is imperative to say: What about the cultural issue?” She indicated even if the supervisee does not bring the issue into the supervision discussion, it is imperative for her as a supervisor to ask directly. As illustrated in Figure 3 (later in this chapter) the process of integration begins with the supervisor’s own multicultural competence and intentional integration as mentioned previously.

Melinda shared that the integration of cultural discussions is an ethical obligation for supervisors. She said, “I am very much in favor of this practice because it considers an important piece of our humanity, and it complies with our ACA ethical mandate and the work we do as counselors.” She added,

I view it as a process of seeking to understand the cultural lens of my supervisees and finding ways through the supervision relationship to have my supervisee process her/his clients from their cultural perspectives and using our relationship to unpack what might be relevant from the supervisees' cultural perspectives, but more importantly helping my supervisees acknowledging and seek to understand the cultural perspectives of the clients being seen by my supervisees.

Considering that intentional integration was the theme that unified and linked all other themes and sub-themes under each of the two components encompassing the model, the sub-themes will be described accordingly. Participants reported that it is through the supervision process, that the supervisor will intentionally integrate cultural discussions to develop the supervisee’s multicultural competence and professional development via the use of several strategies.
Competent Multicultural Supervisor

The first component of the model for competent multicultural counseling supervision has the characteristics of a *Competent Multicultural Supervisor*. Three main themes were identified under this component: the supervisory relationship, the supervisor’s responsibility, and the supervisor’s professional and personal characteristics. Each of the main themes will be described along with the emerging sub-themes identified by participants. A figure outlining the themes and sub-themes will precede each section. Figure 4 presents an overall outline of the three themes emerged under the component of a competent multicultural supervisor.

![Diagram of Competent Multicultural Supervisor]

Figure 4

Competent Multicultural Supervisor
Figure 5

Competent Multicultural Supervisor: Supervisory Relationship

**Supervisory Relationship**

The first theme within the first component of a competent multicultural supervisor is the importance of the *supervisory relationship* and its impact on the supervisee and the supervision process. Figure 5 presents an outline of the sub-themes emerged under the theme of supervisory relationship. Following the *supervisory relationship*, participants identified a *dynamic relationship* as the *most important* element to foster open communication, build trust, help supervisees feel comfortable to talk, and provide a safe place for the supervisee. This section ends with the sub-theme of the supervisory relationship being a parallel process of the
counselor/client relationship. Each of the themes and sub-themes under this figure will be discussed as follows.

Participants in the focus group all shared the same value and importance of this relationship interaction within the supervision session by indicating that the connection in the supervisory relationship is of utmost priority. Gayla indicated, “the connection that you make with the supervisee is the most important.” Cecilia added, “this is important, so you can build that mutual trust.” Julia responded that in order to promote trust and comfort in the supervision session it is important to talk openly about cultural issues. She said, “it is important so you can build that mutual trust.”

Fred indicated that the relationship between the supervisor and the supervisee is very dynamic as evidenced by his statement when he said, “to me it's a very dynamic relationship.” Gayla indicated, “I have to have an authentic relationship, and I have to ask questions about the person’s culture.”

All participants indicated that supervisors have the responsibility to make supervisees feel comfortable and open to talk about cultural issues in supervision as evidenced by this statement from Wilma: “It’s very important to make them feel comfortable to talk.” By building an environment of trust and comfort within the supervision session supervisees feel comfortable to talk about difficult or uncomfortable topics. Participants indicated the importance of helping supervisees feel comfortable to share any pressing issues that need attention. Cecilia expressed, “I want them to inform me what issues about their culture is affecting them or causing them some conflict at the moment.” Cecilia indicated, “it is important to building rapport and building trust with the supervisee and them with the client.”
The supervisory relationship leads to an intentional and open communication, as reported by Wilma when she shared, “having those discussions and keeping it open make everybody comfortable with not be 100% culturally competent with everyone that they come into contact with from the beginning.” This discussion led to the importance of normalizing the supervisees’ initial anxiety by letting them know that it is normal to not know it all at the beginning, but encourage supervisees to continue to read, research, and be trained in cultural issues. Julia reported, “give the intern the opportunity to do whatever they need to do, maybe research for information, thinking what that they need to do.” In an individual interview with Manuel, he indicated in reference to supervisees, “They are definitely usually pretty nervous when they first start.” Manuel continued describing how intentionally talking about these topics decreases their anxiety and builds the supervisory relationship. He said, “I encourage them.”

Trevor also indicated, “It's the role of the counselor to make sure that it becomes explicit and it's the role of the supervisor to make sure it becomes explicit in the session.” All participants indicated that it is a collaborative work to have cultural discussions that allow both supervisor and supervisee to learn from each other. This was expressed by Fred with the following statement: “Allow for instances and this is what I would do allow for instances for the supervisee to teach the supervisor things that supervisor may not know about culture.”

*Communication within the Relationship.* All participants discussed the importance of having an open and honest communication in the supervisory relationship. Teresa indicated, “It's my responsibility to communicate effectively.” This report was also overlapping with the sub-theme of *Supervisor’s Responsibility*; however, it has been included in this section because all participants indicated how having open communication strengthens the supervisory relationship and provide positive outcomes for the development and growth of the supervisee.
Fred indicated that having an open communication will help students’ professional development since it will allow him to identify if there are any challenges that need to be addressed. He indicated that it is important for the student to “inform me what issues about their culture is affecting them or causing them some conflict at the moment” in order for him to be able to provide guidance and help. Manuel reported that it is important “having those discussions and keeping it open.” Sheila said the communication has to be based on “openness and honesty.”

Parallel Process. Participants indicated that the supervision process and the relationship between the supervisor and the supervisee is a parallel process of the relationship between the counselor and the client. Teresa said, “There's a parallel process that goes on, where when I'm doing supervision in a culturally aware place that then helps the counselor be more culturally aware and competent when they're working with their clients.” Teresa added that the supervisory relationship is a parallel process of the relationship between the counselor and the client. She stated, “I think it’s incumbent on me to be really sensitive to that and invite the person to tell me and make it safe enough for them to talk about those issues like in counseling we do with a client; make it safe enough in supervision.”

When discussing this topic of parallel process in supervision, Cecilia reported, “What they experience with me translates right over to what they do with their people.” Julia added, “How they are relating, just as they would within a counseling session, they are in their practice of the counseling session, or the relating to the person that’s across from them.” Manuel shared “I'm looking at relationships and establishing a therapeutic alliance; very early on, it’s critically important in the session.”
The following section discusses the second theme within the component of competent multicultural supervisor, which is the Supervisor’s Responsibility. This description is first represented with figure 6 outlining the second theme and sub-themes under that section.

Figure 6
Competent Multicultural Supervisor: Supervisor’s Responsibility

Supervisor’s Responsibility

The second theme within the component of a competent multicultural supervisor is the supervisor’s responsibility represented by Figure 6. Under this theme, participants identified seven sub-themes resulting from what they described as the main responsibilities of a competent multicultural supervisor. They identified that, first and foremost, a supervisor must be available to the supervisees. The following theme identified was modeling and integration of cultural
discussions. The following sub-themes indicated the responsibility supervisors have to teach and
follow CACREP standards and ACA ethical guidelines, promote knowledge and understanding of cultural topics, address affective responses, and normalize such affective responses while taking risks to integrate and address cultural discussions in supervision.

Participants discussed different aspects of the responsibility the supervisor has within the supervision process in order to be multiculturally competent. It is important to indicate that participants identified how everything the supervisor does within the scope of his or her responsibilities informs the supervision process. Consequently, an overlap or repetition of the themes may occur within each component of the overarching model for competent multicultural counseling supervision.

Fred shared that, first and foremost, it is the responsibility of the supervisor to be available to the supervisee in every aspect, but also to integrate cultural discussions in session. Fred said, “I do think the supervisor has to at the most basic level be available.” Teresa indicated that it is the responsibility of the supervisor to integrate cultural issues regularly by saying, “Not forgetting that just because you open the subject once you don’t need to address it throughout, when it’s appropriate do it regularly; I just have to ask.” Velia said, “I think that it is the responsibility of the supervisor to include these discussions, formally and also informally, into supervision.” Fred said,

I think absolutely it’s the supervisor’s responsibility to just acknowledging what is that topic. I think it’s hard for the supervisee if the supervisor has not been given either overt or implicit permission to speak up to do so. So, I’ve got to make it safe for them to be able to tell me if I’m missing anything. I think it is the supervisor’s responsibility to be aware, to try to gain as much understanding as she can.
Teresa said that it is important to remember that the primary responsibility of integrating cultural discussions in supervision is the supervisor’s and not only the supervisee’s. She said, “Definitely not putting the responsibility on them because they’re not the person sitting there who’s in power. So, it can’t be their sole responsibility.” Cecilia noted that in order to help supervisees develop multicultural competencies, repetition is part of the process. She said, “a key role that we as supervisors have is this is something that requires lots of repetition.” Vilma added that it is her responsibility to communicate effectively with her students, saying, “It’s my responsibility to communicate effectively.”

**Power Differential.** The theme of power differential was discussed among some of the participants, indicating that it is the supervisor’s responsibility to be aware of power differentials within supervision. Teresa indicated that supervisors need to be intentional about paying attention and being aware of the impact of power differentials in the supervisory relationship. These themes represent an overlap within the supervisory relationship and the supervisor’s responsibility. Teresa said,

I do think there is the potential barrier of assuming you know there is a hierarchy in supervision, and if the supervisor comes from a cultural group, where there’s respect for hierarchy is acknowledging that there’s a difference [that] is important, and you know as the person who is in the position of power. It’s my responsibility to manage that and at least opening it up for them to talk about it.

Trevor shared it is important to open discussions of power differentials and potential discomfort helps the supervision process and the supervisee’s competence by saying, “There’s also this racial power difference in the privilege power difference. And I think just acknowledging that I know it’s there, at least open up the conversation.”
**Modeling as a Natural Process.** One important theme within the supervisor’s responsibility is the modeling of supervisors as a natural part of the supervision process. This theme is presented in this section since participants identified it as a responsibility on their part; however, they reported that modeling needs to be intentional throughout the entire supervision process. Participants reported that modeling the integration of cultural issues in supervision has to be a part of a regular practice since it is done through the supervision process and it is a parallel process of the counseling session. Gayla reported, “I like to model that for my supervisees when they bring up something that I’m not familiar with.” Cecilia said, “modeling always asking that question for the multicultural approach.” Vilma indicated, “Modeling makes them more comfortable with their client.” Cecilia responded that modeling the intentional integration in supervision is a matter of “Modeling and Practice.” Melinda shared,

Modeling [is] what it means to be respectful to a client, what it means to check in with what the client means by a statement, or how the client wished to be addressed in session. How to broach difficult/challenging topics. Engaging in cultural immersion activities to better understand a client’s culture.

Julia reported that she needs to model learning and teaching so they can also practice it. She said, “I need to model what I am willing to learn and change and do and then teaching them how to work on that.” Gayla also reported that she encourages her interns to look at the cultural situation from a different perspective. She said, “I encourage them as we do it and model it for them, encouraging our supervisees to kind of step back and take a more bird's eye view.” Vilma indicated, “I think is cross-cultural or having regulation within cultures is our willingness as therapists.” Melinda shared how modeling has been critical through the whole process of teaching and supervision. She said, “Through questions and open discussions during the
supervisory relationship, but also in the feedback (verbal and written) received from supervisor, and modeled by the supervisor in the classroom and in the supervisory relationship.”

Participants indicated that following and teaching CACREP and ACA Standards and Competencies is one of the main responsibilities supervisors have. This sub-theme will also be briefly discussed within the second component since it is an action that takes place within the supervision process and session. Trevor shared that there needs to be an intentional awareness of what the required competencies are by the state licensure boards and CACREP. He said, “It's important that we have a standard and that those standards really come from the CACREP and ACS standards.”

*Clear Expectations and Boundaries.* The concept of clear expectations and boundaries is another theme that overlaps throughout the data since participants discussed the importance of outlining expectations and boundaries in the supervisory relationship, as a responsibility of the supervisor and throughout the supervision process. Wilma indicated, “having clarity about the process of supervision will help interns understand and benefit from the process.” Mindy indicated that as a supervisor it is very important to “be very clear about my role and function, [which] helps them towards their development and growth.”

*Cultural Differences, Cultural Humility, and Authentic Interest.* These three sub-themes are also overlapping throughout the data since participants identified that it is the responsibility of the supervisor to be aware of the cultural differences, to address cultural topics with humility, and demonstrate authentic interest. These themes will be briefly discussed here since they will also be addressed under the professional and personal characteristics of the supervisor from the perspective of modeling to the supervisees to competency. Furthermore, under the component of competent multicultural supervision session, teaching cultural differences will also be addressed.
All participants expressed the importance of paying attention to cultural differences among cultures and sub-cultures. They talked about the importance of keeping in mind that there are always cultural differences and that it is important to not make assumptions. Wilma said that it is important to “not approaching everyone like they’re exactly the same.” She indicated that it is important not to make cultural assumptions about supervisees nor their clients. The sub-theme of cultural humility was one that was discussed by several participants from different angles. They discussed the importance of taking a cultural humility standpoint in order to be sensitive to those cultural differences and become more competent as a result. Teresa said, “I think it’s really taking that position of cultural humility is kind of my key word now and it’s one that I’m passing along to a lot of my students.”

When participants were discussing the issue of approaching cultural differences, they all discussed the fact that supervisors need to demonstrate authentic interest as one of the competencies within supervision for the supervisee to feel comfortable with them and consequently address any challenges or biases they may experience. This topic is also addressed within the competent multicultural supervision process since it was directly related to participants’ discussion about teaching cultural awareness and humility.

**Continued Knowledge and Understanding.** Participants shared that one of the professional and personal responsibilities of the supervisor is to promote in their supervisees the importance of continued knowledge and understanding about cultures and its integration in counseling and supervision. Wilma reported that she encourages her supervisees to research and learn continually. She said, “You cannot go without, go learn it, go look it up. Go read again.” Julia said, “They need to go research and read about that culture.” Mindy said that it is important to encourage students to do their own research. She said, “Give the intern the opportunity to do
whatever research they may need and look for information.” Cecilia discussed that supervisees have the responsibility to continue to develop and grow in order to be more competent and strengthen any deficiencies in their knowledge. She said, “Unless you are intentionally looking for CEU’s, you need to keep reading material to help you continue to develop and grow that.”

**Affective Responses.** Participants discussed that when cultural discussions are being addressed, supervisors are responsible for paying attention to the affective responses of supervisees and of their own. Participants shared how it is very common for them to have positive and negative affective responses; however, they discussed how they overcome the negative responses by normalizing first the initial response and then having the courage to take risks and addressing such cultural issues.

In regard to the integration of cultural discussions in supervision, participants shared thoughts, feelings, and affective responses from supervisors and supervisees on both sides of the spectrum, positive and negative. This section will focus on the affective responses of the supervisor, while the affective responses of supervisees will be discussed under the second component of competent multicultural supervision process. Participants talked about the influence of feelings in the supervision process and how those feelings impact multicultural competencies. Participants shared their feelings and how they manage such.

**Supervisors’ Positive Feelings.** Gayla identified her positive feelings for cultural topics with the expression of fascination. She said, “I’m fascinated by cultures.” She continued sharing that she feels thankful when she gets the opportunity to address multicultural topics. She said, “I’m thankful that we have a client from a different culture that now we can grow ourselves and learn more.” Cecilia said she feels very comfortable addressing cultural issues by saying “I’m very comfortable with the two.” Wilma also shared she feels comfortable saying,
I was really thinking of a feeling word for you, I think comfortable is one and I think anticipant—I’m waiting for. So, there’s some excitement in that because I do have some comfort with their different cultures, so I’m excited when they bring that to me. Julia said, “I do feel pretty energized.” Julia shared her excitement when she integrates cultural discussions with her supervisees and they capture the importance of such integration. She said,

When I get the sense that supervisees are connecting the dots and seeing how relevant it is, it is to have a multicultural approach when they followed up on what we spoke about and I asked a client about their background and their history. When they do that it confirmed this negative or positive cognition that they have towards, “blah, blah, blah.” And so, when they come back and they see how relevant it is in practice, and then they become more comfortable into making that approach part of their daily practice, I think it’s pretty exciting.

*Supervisor’s Negative feelings.* Sheila shared that sometimes is uncomfortable for her by saying, “sometimes even myself I get a little bit nervous when I don't really have the full picture or have a lot of knowledge for that specific group.”

Teresa shared, “It makes me a little anxious at first because they are difficult conversations to have. But I do it anyway.” Mindy indicated, “I feel a little nervous when I don’t have those answers, but I know what I have to do next, which is my own homework in reading and researching.” Trevor said,

I think the only thing that comes to my mind that it would be a barrier is, one, if I’m not comfortable bringing up the topic and, two, if the supervisee is not in a place where they’re ready to process the differences between them and the client and bring it in. Talk
about in supervision. So, while I can explicitly bring up something, it’s also the supervisee’s responsibility in some ways when there is an issue and they’re aware of it, but they’re not bringing it up in supervision because they’re afraid…So, I think those could be barriers, but both of them have to do with not feeling comfortable.

**Normalizing and Taking Risks.** Participants discussed that the way they manage negative affective responses is first by normalizing them and being honest to self about those emotional reactions. Melinda indicated that it is the supervisor’s role to help the supervisee normalize their anxiety by helping them understand that these competencies do not come involuntarily, but that they need to be intentionally developed. She said, “It is our role to help them just understand that it does not come naturally at first, it requires repetition.”

Julia indicated that although it makes her uncomfortable to admit she does not know all information about cultural groups, she takes the risk of intentionally talking about it with the supervisee and finding out the information together. She said, “I’ve got to be honest, I’m not too sure why don’t we figure this out together. And I have to say that I don’t really like to say that, but I have to because, you know, I don’t know about every cultural group.” Mindy shared that she takes the courage to ask directly. She said, “Based on the relationship that you’ve been in, ‘Do you feel like that you are comfortable talking with me?’ and that ‘I can be the best person to help you’ and just to take it to the client and give the client the opportunity to be able to say what they need to say.”

The following section will discuss the third main theme under the component of a competent multicultural supervisor. An outline with the overview of the themes and sub-themes will be represented with Figure 7.
Competent Multicultural Supervisor: Professional & Personal Characteristics

**Professional and Personal Characteristics**

The third main theme under the component of a competent multicultural supervisor is related to the supervisor’s professional and personal characteristics. Participants identified two sub-themes of great importance: *awareness of cultural differences* and the *authentic interest* supervisors must have and demonstrate in regard to cultural issues. The description of this theme is brief in comparison with the other themes due to the overlap across the entire model of competent multicultural counseling supervision process. Participants indicated that supervisors must have a genuine interest in cultures and be aware of cultural differences in order to teach it and integrated during the supervision session.
**Awareness of Cultural Differences.** Participants shared how they have an authentic professional and personal interest in culture, learning about cultural differences and exercising cultural humility to be more effective in their role as a supervisor. Melinda indicated the need to be aware of the concept of cultural humility as they are educated and trained. She said, “It is about cultural humility, my recognition of my supervisees and his/her clients’ cultural composition and explicitly addressing this throughout the supervision relationship, seeking to foster healthy discussion (intrapersonal, interpersonal, systemic, global) related to multicultural competence.

Teresa indicated she integrates ethics into the practice of multicultural supervision by saying “I think this goes into the whole ethics thing of values and working with people who have different values.” Melinda indicated it is important to teach modeling, saying, “Modeling from faculty/supervisor, attending trainings/seminars/workshops, reflecting on their own cultural identity and ways to educate others with the hope that reflection fosters awareness on cultural humility and the importance of extending it to others (clients, peers, supervisees).

**Authentic Interest.** Participants discussed the aspect that for the intentional integration of cultural topics to occur in supervision there needs to be an authentic interest on the part of the supervisor. Manuel indicated, “I’m very interested in other people.” Participants expressed their genuine interest in cultures with enthusiasm. Gayla said, “I'm fascinated by different cultures.” Teresa said, “A lot of that, it’s just my own. I really am curious to hear about their culture.” She said she directly asks her supervisees, “I just want to know what this is like for you.” Cecilia said, “I was talking to people like you’re really interested in them as well and learning to ask
those questions.” Gayla said, “I feel more of a fascination in a profound interest in learning about that culture.”

**Competent Multicultural Supervision Process**

The second component of the *Model for Competent Multicultural Counseling Supervision* is the *Competent Multicultural Supervision Process*. Participants discussed how the integration of multicultural discussions is a regular practice and natural process they follow within the supervision session throughout the entire process of supervision. Participants identified five strategies of how to conduct a competent multicultural session on a regular basis. The strategies will be presented as themes outlined in this section of the findings. Participants also discussed those strategies as recommendations to be intentional during the supervision process. Consequently, such strategies promote competency within the supervision session.

This section of the findings presents first a list of deficiencies identified by participants as barriers interfering with the integration of cultural discussions in supervision. Following the deficiencies are the themes discussed and recommended by participants as the practice for multicultural issues to be integrated in session and in training regularly. The five themes are: follow and teach competencies, embed cultural discussions in case conceptualization, assess developmental needs and cultural readiness, teach cultural awareness/humility, and promote and encourage professional development and growth through knowledge and understanding during supervision and post-licensure.

Participants also made recommendations about what methods and/or strategies could be implemented to increase multicultural competencies when multicultural counseling is taught in master’s level courses. A pictorial image presenting the findings for competent multicultural supervision process is presented after the discussion of deficiencies (Figure 8).
Deficiencies

Before discussing all the specific strategies participants identified for a competent multicultural supervision process, participants discussed how there are deficiencies in the field of counselor education and supervision on how multicultural counseling supervision sessions are conducted and consequently affecting multicultural competencies. Teresa shared how students at the beginning of the supervision process lack multicultural competencies, indicating, “They don’t tend to think about what kind of cultural issues might be happening here.” She continued, indicating, “Most of the students, including residents, do not naturally think that way, unless there’s some sort of big racial difference.” Mindy shared that in order to overcome those deficiencies in multicultural competencies the conversation needs to be intentional. She mentioned,

Now it seems like it only is discussed when it becomes a part of me initiating the conversation around it, or sometimes the supervisee asking—the conversation has to be intentional. I think multicultural competencies and the fact that we have to bring these up is intentional.

Participants identified what they considered deficiencies in the education and training process. Julia reported she has not seen integration of multicultural discussions in supervision courses or supervision preparation workshops for the state boards. She said, “I have not seen it in a course that I’ve taken.” Cecilia said, “in general, our education is really geared at teaching us the various theories—how can we think about it? How can we conceptualize it? But there’s a lack of tangible practices.” Gayla said students are left without practical applications after they
take their master level courses of multicultural counseling and they are left by themselves in
discovering on their own what it is they need to do to be competent. She said, “How does it look
like when I leave this class? And it’s almost like we have to figure it out.”

Gayla discussed that textbooks in classes do not provide practical information about
different cultures. She said, “I found that my opinion on the books that I’ve read—they tend to
be very anthropological—is very interesting and data-driven, but they will often miss a lot of
general and positive things about different cultures.” Wilma added, “What you hear in the media
and on in movies and things like that are sometimes very negative and biased, and we’re all
affected by all these things that we read and hear.”

Mindy shared that she had to go outside of her master’s level program to receive training
and education on multicultural supervision. She said, “The experience I did have was that I had
a class on multi-cultural awareness and then the supervisory class I had to take was outside.”

Teresa said that it is important to implement self-introspection and self-reflection in education.
She said, “I don't think we give the students enough guidance and I don’t think we give them
enough opportunities to really deeply explore how emotions and contact impact them.”

In order to overcome these deficiencies, participants indicated that counselor educators
and supervisors need to be aware of them to practice in a manner that such are not perpetuated
but strengthened and replaced with the development of appropriate competencies. Participants
also indicated that by implementing the specific strategies they report, they intend to inform the
field of education and training regarding multicultural competent training.

The following figure illustrates the process of integrating cultural discussions and
strategies as an ongoing process occurring regularly as part of the supervision process throughout
every session. First a description of how participants identified the supervision process will be
presented, followed by the discussion of the themes under this component. Figure 8 presents how participants described the integration of cultural discussions through each of the strategies as they conceptualized the supervision process and sessions.

Figure 8

**Competent Multicultural Supervision Process**

The second component under the *Model of Competent Multicultural Counseling Supervision* is the **Competent Multicultural Supervision Process**. Figure 8 represents the process in circular form since supervisors indicated they follow the same process with every student, resident, and supervisee. Most participants indicated the supervision process begins by following and teaching the corresponding competencies and standards of CACREP and ACA.
The process continues with embedding cultural discussions in supervision, assessing developmental needs and cultural readiness, teaching cultural awareness and humility, and promoting and encouraging ongoing professional development among supervisees. Consequently, the figure representing the component of competent multicultural supervision process is encased by the regular practice and natural process supervisors follow during the supervision process.

This section discusses the entire process of supervision beginning with participants’ description of the supervision process, followed by a description of the five themes under the component: follow and teach competencies, embed cultural discussions in case conceptualization, assess developmental needs and readiness, teach cultural awareness/humility, and promote and encourage ongoing professional development. After the description of the supervision process, the concept of regular practice and natural process will be discussed.

**Multicultural Supervision Process.** All participants identified that in order to have a supervision process that is multiculturally competent, the supervision session must follow the intentional integration of cultural discussions on a regular basis as part of a natural process. During the focus group interview, the theme was initiated by participant Julia, indicating that when the supervision session and process begins, “Supervisees need to have a clear understanding of what the process is.” Vilma indicated that interns have questions and confusion about the process, which can be clarified with discussing and clarifying such expectations. She said, “I think having some expectations about supervision and its requirements help them be clear about what the process is about.”

Cecilia indicated that since the beginning of the supervision process she lets her students know that cultural discussions will be part of the process and dynamics. She said, “I let the
student know the types of things we're going to be talking about and that cultural issues is one of them.” Mindy mentioned, “I let them know what I expect of them. Also, to lead the discussions on multiculturalism is one of those items that lead the discussion on supervision.”

In terms of the nature of the supervision process, all participants indicated that supervision needed to be kept within the boundaries of what supervision is. During the individual interview with Fred, who has been a supervisor and counselor educator for more than 20 years, he was specific about what not to do in the supervision process by the following statement:

You have to keep it in the realm of supervision, meaning that it doesn’t lapse into talk about, you know, the Cowboys’ game or things of that nature, where you spend 20 or 25 minutes talking about things that are not supervision related. But you also have to keep it out of being therapy as well.

During the focus group, Wilma raised the issue of keeping the supervision process in the realm of supervision by saying, “Be a supervisor, not a therapist.” This report was consistent with Fred’s when he talked about keeping supervision within its realm and not engaging in other dynamics. Julia, Gayla, and Cecilia all affirmed and validated Wilma’s statement saying, “Yes, you need to be a supervisor and not their therapist.” Julia indicated, “It is important not to do their work for them.” Teresa indicated she reminds herself to be purposeful to integrate multicultural issues in supervision, which is evidenced by this statement: “I think a lot of times it’s being very purposeful and really reminding myself that I have to be purposeful.” Cecilia said, “It is being a guidepost, not a therapist.” When discussing the integration of cultural topics in supervision, Peter said,
I feel it is very important and needs to be purposeful. I think that it also comes more easily to some supervisors. I think that having a strong multicultural background and commitment on the part of the supervision plays a critical role in how much this topic is broached in supervision.

When discussing the supervision process and how important it is to be intentional about the integration of cultural topics, participants shared that students need to have a clear understanding of what to expect from the supervision process. They reported students have to be prepared, and that they need to be evaluated upon such competency. Teresa said, “If students know that if you are an intern or supervisee, you know that you’re probably going to ask that question, they’re more likely to be prepared.” Neil reported that students “need to have clarity about the process of supervision.” Manuel indicated that his practicum students know that cultural consideration is part of the supervision process and that it will be evaluated in their videos. He reported, “My supervisees know that they have to show video segments every time and they have to write a clinical case report every time.”

Trevor pointed out that it is important not to assume that interns will have the initiative to bring up such cultural discussions since it has the potential for them not to express their concern. He said, “I may assume something is going really well, that they may not be able to tell me, or they may not express a concern.” Julia indicated that the supervision process is a collaborative work between the supervisor and the supervisee. She said, “It is taking information and coming alongside the student.”

Manuel reported that through the supervision process he pays attention to how and if the student addresses cultural issues in their session when their video is being presented. He said, “If I don’t see it in the videos or something, I bring it up to their attention.” Peter said,
I think that supervision needs to provide a safe space in order to influence multicultural competency in a positive manner. If supervisees do not feel safe, they may not be authentic in their disclosures, which in turn may limit reflections and opportunities for growth.

Cecilia indicated by helping supervisees to be prepared for the supervision session they develop the corresponding cultural competencies. She said, “Preparing them to be prepared and by doing that you’re helping them to become more culturally competent, you know, by making that part of your process.”

**Regular Practice and Natural Process.** We begin this section by establishing the foundation for the practice of a competent multicultural supervision process with the regular practice of the intentional integration of cultural discussions. All participants discussed how the integration of cultural topics has to be a regular practice and a natural process within the supervision process and session. Neil said, “Integrating multicultural topics in the supervisory session should be a natural part of the training and development of supervisees.” Teresa said it is important to be intentional about the regular integration of cultural topics, saying, “Not forgetting that just because you open the subject once, you don’t need to address it throughout when it’s appropriate regularly.”

Manuel said, “We talk about it each time I want to know what is it that they are culturally dealing with—the clients they’re working with.” Julia said that she prompts herself to be intentional in the integration process to make it a regular practice. She said, “I need to be prompted myself in a way. So, if it’s part of the intake assessment forms.” Vilma reported that it is important to ask supervisees follow-up questions. She said, “I want to know how did my supervisee follow-up on that question.”
Gayla said, “I will naturally ask for and want to see because, if not, then I might not always bring it up on every case or every discussion for every client.” Cecilia said, “I have a section in a form called multicultural area for them to fill out, and to talk about, and then they and I make sure that's done.” Manuel reported that he also has a section called cultural considerations in his case review form, so that there is an intentional integration of cultural discussions when he is supervising. He said, “It is part of the process.” Fred indicated that for him the integration is part of his process as a supervisor. He said, “I think it’s part of the process, we have to do that.” Manuel reported he introduces cultural discussions very early in the supervision process by saying, “I want to know that, so we introduced that very early.”

Peter said, “I make sure to ask that as one my standard questions when discussing cases as far as how multicultural considerations when processing a case discussion.” Fred said that, to not integrate such discussions, “It would seem strange to not do that. It seems like it has to be there, and it seems like it should be a real natural part of what you do.” Velia shared that as supervisors it has to be intentionally part of the process. She said, “To make it more a part of the process.” Cecilia reported that the integration of cultural discussions, “It just happens naturally. It’s just a normal part of what happens, day to day. I think it’s just a natural part of the process.” Julia added, “It is naturally embedded in what we do.”

Participants indicated that the regular practice of the strategies they discussed will help supervisees in their professional development and growth of their multicultural competencies. Following is a list of strategies and themes identified by participants about how to conduct a competent multicultural counseling supervision session by integrating cultural discussions infused under each of the regular practices.
Follow and Teach Competencies. This theme was overlapped from the theme under the Supervisor’s Responsibility. Participants indicated that it is the responsibility of the supervisor to follow and teach CACREP and ACA Standards and competencies as a regular practice of the supervision process. Consequently, supervisors implement this practice on a regular basis as Trevor indicated that for the multicultural supervision session to be competent and ethical it must be conducted through the lens of the organizations that regulate and monitor the ethical practice of our profession. He said, “It’s important that we have a standard and that those standards really come from, you know, CACREP standards.” Trevor indicated the importance of following standards such as ACS and CACREP by saying “It’s important that we have a standard and that standards really comes from CACREP standards and the approved clinical supervision standards that are part of the ACS credential.”

Competencies. Participants discussed that in order to integrate multicultural discussions in supervision there needs to be an intentional attention to multicultural competencies and how such competencies and culture can impact supervisees. Fred said, “I have to be aware with some of my folks at times for things like secondary trauma provoked by culture and things of that nature, and be sensitive to that, so that can lead into talks about how it’s impacting them and how they are doing.”

Manuel said that one deficiency leading to the lack of multicultural competencies is that students begin practicum so anxious and nervous that students neglect to integrate such discussions. He said, “There is that barrier of there’s just so much, that having that conversation, it’s just easy not to do.” He continued saying about students that:

They’re overwhelmed by all the other pieces and that tends to be one that can be pushed aside pretty quickly. So it’s not that they're trying to be incompetent culturally, it just
seems like it can get pushed to the side, a lot quicker than “let’s talk about your depressive symptoms.”

Teresa indicated that sometimes competencies are influenced by culture and that she believes sometimes it is necessary to inquire more information in order to determine if the lack of competency is the result of a social norm or is the result of a different situation. She said, “I feel like it’s been my responsibility to go outside of that supervision with that counselor and that client to find out as much as I can, to see if, ‘Is what I’m seeing a normal thing?’ or something that’s outside of a cultural norm.”

Fred shared that one important factor on being multiculturally competent has to do with consultation specifically about cultural aspects, asking directly to other experienced counselors within the specific cultural group he wants to research and become more competent. Fred said, “At times I’ve gone to other more experienced counselors within that cultural group and asked them.”

**Cultural discussions embedded in case conceptualization.** The second strategy practiced by participants in the competent multicultural supervision process is the integration of cultural discussions as a regular practice and natural process embedded in everything supervisors do. Part of the conceptualization of such practice was expressed using the word “embedded” to describe the intentional integration of the process. Participants indicated that cultural topics are to be intentionally and regularly embedded in every case conceptualization and case reviews, within each of the sessions and supervision process. Manuel said, “It has to be embedded in the case conceptualization.” Trevor continued, indicating, “I think talking—it really is about conceptualizing cases, that has to be included in that discussion and that review—that case.”
Julia shared, “It is naturally embedded in what we do with our students, in our ongoing assessment and ongoing work.” Mindy discussed how there is an explicit parallel process, reporting, “It is embedded in that therapeutic alliance that the clinician has to the client.” Velia said, “I feel that it is a necessary step to conceptualizing the client’s situation and treatment planning.” Melinda indicated, “I'm asking them to have an overall view of their area, their demographics, that being kind of front runners.” Velia said she asks her supervisees, “Bring multi-cultural topics into supervision for formal review.”

Mindy addressed the issue of intentional practice in case conceptualization, moving beyond the theory to practice. She said, “I tell her how specifically she can do that and make it a practice; then it’s easier to follow up on, but if not, it stays as a theory.” Sheila said that for her she addresses it as part of the case conceptualization, which is easier when it becomes an issue for the client or supervisee. She said, “It seems to be more natural for them and easier for me as a supervisor to roll in those cultural time topics and points if someone is coming with an issue.” Julia said that it has to be “embedded for the case conceptualization, as well as that process between client and supervisee and clinician.” Gayla indicated that the case conceptualization must include cultural considerations “so that we can get a more holistic view of the of the issue.”

**Holistic Approach.** Participants indicated several times the importance of using a holistic approach to address multicultural competencies in supervision. Gayla said that in order to integrate cultural discussions in supervision the process has to be viewed from a holistic approach. She said, “what comes to mind is just thinking holistically [about] every aspect of the client, family of origin, background, spirituality, the whole gamut of facets in a person’s life, as well as, you know, the cross-cultural issue.”
Julia said, “I think it really is about conceptualizing cases that has to be included in that discussion and that review—that case.” Trevor indicated, “When we conceptualize a case we’re looking at, does that influence the problems? How are they? What’s the lens of that problem through that culture?” Trevor explained the following: “It does come back to that holistic model. And part of that holistic model is culture.” Mindy shared, “I look at it from two sides: one is ‘what’s the cultural influence from the counselors’ experience of their ethnicity?’ and then ‘what’s the cultural influence of the client and their ethnicity?’”

Assess Developmental Needs and Cultural Readiness. Through the process of conducting a competent multicultural supervision session, the supervisor assesses supervisees’ developmental stage and needs as well as the cultural readiness to promote and teach cultural awareness. Participants indicated that through the process of supervision the supervisor assesses the supervisees’ developmental needs and cultural readiness to help supervisees through their professional development and growth. Manuel indicated that supervisees have to be ready to identify if their client or themselves have any cultural issues that need to be addressed, even if they are from the same culture or race. He said, “They have to be ready to identify, even if they are the same race or culture.”

Manuel indicated that “I start very basic when they get to the internship, I'm looking at how are they developing.” Fred said, “I think you have to recognize a counselor’s strengths and deficiencies and be able to kind of capitalize on their strengths and help them, strengthen their deficient areas or weaker areas.” Mindy said, “I think an important part of developing as a clinician and me as a supervisor is making sure that the counselors ask the client about their culture.” Trevor said he follows the same format of integration every time he meets with his
supervisees, so he can see the progressive development. He said, “They do that every time when I review before we meet, so I’m kind of seeing them develop.”

**Readiness Assessment.** Participants discussed the importance of assessment not only at the developmental level and needs of the supervisees, but also their cultural readiness. Manuel asks his students a series of questions to prepare them to be culturally ready. He asks the following: “What do we believe, what do we think, and what is my perspective on something? Which is not always wrong, it might be something that I, in my life, don’t use and the student has to be ready for that.” Teresa shared that students need to be prepared in the three pillars of multiculturalism and she integrates that in her supervision. She said, “I still think myself and my supervisee need to have the three pillars of multiculturalism: the awareness, the knowledge, and the skills.”

Manuel mentioned that when he receives a student he indicates, “I'm recognizing the strengths and the growth needs of the student who is coming for supervision.” He continued, saying, “I do a lot of practicum students and they need everything.” Neil indicates it is important to begin with an assessment to find out where they are and what they need. He said, “I first start meeting with someone—I kind of do an informal assessment, what do they know, what they don’t know, what are their goals, and then really start looking at them as where are they developmentally, like what level are they.” Manuel shared, “They're at the beginning stages and I think they get really overwhelmed, just with all of the information that the cultural stuff gets shoved to the back.”

Teresa said that she assesses where her supervisees are developmentally. She said, “I see where supervisees are developmentally, they tend to be on the lower end and so, kind of what I talked about a few minutes ago. There’s so much that they’re struggling to integrate that not only
is it easy for them to push it to the side, it’s easy for me to push to the side, but you have to do it.” Trevor discussed the importance of talking about where the supervisee is and needs to be in their developmental growth and development. He said, “If the supervisee is not in a place where they’re ready to process the differences between them and the client and bring it in. Talk about it in supervision.”

*Supervisees’ Negative Feelings.* Manuel indicates that supervisees feel anxious at the beginning of their supervision, which leads to sometimes neglecting the integration of cultural aspects. He said, “They are definitely usually pretty nervous when they first start, they’re so busy trying to keep the techniques together that they can’t focus on that.” Melinda said, “Oftentimes it’s more about when a supervisee is from a different culture than the client they’re working with makes them feel insecure.” Mindy shared that sometimes students do not feel comfortable addressing cultural issues even in the supervision session, especially if there is a cultural difference between them and the supervisor. She said,

They’re having questions about “what am I?” you know, “can they really work with me?”

Especially when we have the prejudice of a white client and their clear conversations that suggests that they hold a lot of negative beliefs about a black person and the counselor is black.

*Normalizing.* Participants discussed the importance of normalizing supervisees’ affective responses about the integration of cultural discussions. They reported that the supervisor needs to be intentional about normalizing such feelings and helping supervisees regulate them so they can develop competencies. They also shared that it is important to continue to promote learning and research throughout supervision, which helps them decrease the initial anxiety. Wilma shared that it is important to help supervisees normalize their anxiety by helping them self-
regulate. She said, “My first thought, and I think it’s coming from working with people with trauma, is cooling the system.” She indicated, “How do I bring that? I help you just regulate within those moments and being okay if you don’t know—just normalizing the ‘I don’t knows.’”

Cecilia said, “Making everybody comfortable with not being 100% culturally competent with everyone that they come into contact with from the beginning.” Julia indicated, “A really key component is just normalizing that multicultural approach.” She continued saying, “It’s okay to be asking these questions.” Julia indicated,

No matter what role you fulfill, even as a supervisor or an intern, or a supervisor or somebody else at a different director level, we have to ask those critical questions and be able to wrestle with knowing that you’re not going to know everything.

Wilma indicated, “I just calm them within my session. How do I know? I’m okay with not knowing and then you have work to do. So, we were never without, ‘go learn it,’ ‘go look it up.’” Wilma says it is acceptable to know and come to supervision with that in mind. She said, “Being able to say, ‘I don’t know,’ and being okay with that—of walking into supervision.”

Taking Risks. As participants shared about the different affective responses in regard to the integration of cultural discussions, they indicated that it is important to take the risk of approaching the issue and take courage to address such issues in order to be more competent. Teresa shared an experience where she took the risk of asking her supervisee about cultural issues, reporting it had a positive outcome. She said, “I asked her and it was a great conversation to know what she was experiencing on the inside, which was really different than what I was assuming.”

Manuel shared that he encourages his students to take risks and ask those uncomfortable questions or perceived as incorrect questions in order to help them grow in their professional
development. He said, “They do need to take chances, take risks asking certain questions.” He continued, sharing the following:

I encourage them to ask politically incorrect questions…because there’s a lot of things that are kept in counseling that the student needs to recognize that is not uncovered. And if they don’t uncover them, then the person you’re working with doesn’t get to where they need to get to and neither does the student.

Trevor said, “It’s uncomfortable at first, it’s going from possibly a state of uncomfortable and inflexible or rigid to being open-minded and comfortable and willing to talk about these things that are challenging.” Manuel indicated that the ability to take risks in supervision influences positive cultural competency. “I think what helps is that ability to take risks in supervision.”

Fred said that students need to be able to ask uncomfortable questions. He said, “They need to be able to ask that question and not try to appear that they know what they’re doing.” Mindy shared, “So can we look at it as ‘how does that help the client?’ or ‘how does that help our counseling?’ instead of just thinking that it’s this big elephant that’s taking up all the space instead of just ask—it doesn’t have to be an issue unless it’s an issue for the client.”

**Teach Cultural Differences, Awareness, and Humility.** Participants discussed that in order to have a supervision session that is multiculturally competent, supervisors need to teach and create awareness of cultural differences. Gayla indicated that it is also important through the supervision process to consider the cultural context at the moment. Gayla said, “Considering history and considering current challenges within the culture, politics, and presenting problems is important for each case.” Trevor affirmed the importance of knowing about different cultures to be aware of their differences. He said, “Yes, we need to know about different cultures.”
Participants identified it as important to take a culture-based approach in the supervision process. Teresa explained the following: “If I’m dealing with someone who has any kind of cultural differences and I make sure that I look at it, not just do we look similar. So, it’s not culture based on race or ethnicity, but it’s culture based on a wide variety of things.” Trevor indicated, “Yes, we need to know about different cultures. So, it’s not just learning information; it’s person-centered.” Trevor expressed that it is important not to overlook cultural differences because they are an important part of the supervision process. He expressed it with the following statement: “It is important to not just bypass those as if they don’t matter because they do matter.”

Don’t Assume. One sub-theme that emerged from discussing practices to integrate cultural discussions was the phrase “don’t assume” or “not assuming.” Mindy reported, “Don't assume everybody walks in these comfortable cultural places.” Velia said, “We can’t approach everyone like they are all the same.” Manuel reports, “I don’t take anything for granted, whether they are the same race or not. I want to make sure that’s there.”

Teresa described an experience where she realized there was a cultural difference and she had to address it intentionally by saying, “And so we really had to flip it to, ‘let’s talk about the cultural differences that exist here.’” Trevor shared that although those discussions are difficult, they need to be addressed. He said, “We have to talk about these difficult conversations and it’s a shame that they are difficult, but they are because of the historical racism and discrimination.” Mindy talked about the importance of not assuming with the following statement: “just because you have two people that speak Spanish, that doesn’t mean that they hold the exact same cultural beliefs.” Velia described that it is important to be careful to not
make assumptions about cultural differences due to the potential risk of overlooking it. She said, “Unless I ask, it’s easy for me to make an assumption.”

Teresa shared a significant experience resulting from intentionally dialoguing about the differences in culture and providing information to the supervisee and client. She said, “The way I do it is, you know, if it’s clear the cultures are different, then talking about how we do different things differently in the US and power structures.” She shared the experience indicating where there was an intentional integration of discussions about cultural differences and the positive impact it made in her supervision process by saying,

I had a supervisee from Poland who would say I don’t really quite understand, and she was working in a rural community, very culturally encapsulated, and so we’d be able to talk about it and then I would be able to kind of broach the subject. What is this like for you? You’re working in a rural white community and this woman has very strong Polish accent and, you know, they know you’re not from the US and what is this like and how does this impact you working with people, and she was so fantastic. Then, just learning about her history and what it had been like because she left Poland during Soviet Union times and just learning about what it was like to live under that kind of government and how certain things were there.”

Teresa shared the importance of supervisors being exposed to supervisees from different cultures in order to continue growing in their competencies. She said, “Honestly, I have supervised a lot of white people,” indicating the lack of diversity at times in supervision and the need for supervisors to be exposed to different supervisees from different cultures.

Sub-cultures. Manuel said that knowing about sub-cultures is as important as knowing about main cultural differences. He said, “By the way, whenever they come to me. I need to
know that, and I need to know a little about the subculture that they might be working with.”

Fred discussed that it is important for supervisors to be aware of cultural differences even within sub-groups. He said, “But even if they’re in my same cultural group and we have to be aware of differences within the group.” Mindy said, “If I’m dealing with someone who has any kind of cultural differences and I make sure that I look at it, not just ‘do we look similar?’ So, it’s not culture based on race or ethnicity, but it’s culture based on a wide variety of things.” Manuel indicated that it is important to “identify the subculture that might be operating with that particular individual.” He continued sharing a supervisee’s expectation may not be realistic and it is important for him to clarify those differences within the sub-cultures. He said, “From my background as an African American, I recognize that there are many times people don’t understand certain things about my subculture. They expect me to have the same culture as any other African American, but it’s not always the case.”

Neil, Fred, and Manuel approached the conceptualization of multicultural supervision beginning from a Christian/Biblical perspective, indicating that they conceptualize the practice with the value of the individual before God. Manuel said, “Everybody that comes through the door, from my perspective, is important, and they were wonderfully and fearfully made.” Neil indicated, “The biblical and theological foundation of all people being created in the image of God facilitates discussion on integrating multicultural issues in counseling. The implications of this belief are that all people are to be loved and valued, regardless of ethnicity or diversity.”

Cultural Humility. This sub-theme was discussed by participants from different angles, thus it is an additional overlap under both components of the model. Fred approached the topic of multicultural supervision from a standpoint of cultural humility. He said, “I think as a supervisor, I need to do it with a whole lot of humility.” Teresa expressed that the concept of
cultural humility is important from every aspect of supervision. She said, “I think that concept of cultural humility is huge—is being able to take a stance of ‘I’m going to come to you to find out about your culture’—it’s really important.”

Julia shared that cultural humility in supervision is also having the ability to ask directly about the other person’s culture. She said, “The ability to admit to the client when you don’t understand something, and you ask them about their culture.” Manuel mentioned that it is important to take a humbling position with supervisees and clients from different cultures because they are the experts in their culture. He said, “They are the expert in their culture, whatever that subculture might be.” Fred said, “It is a humbling kind of thing” to address each other’s culture.

Gayla added, “I think especially because I’m a supervisor and I’m the person in the position of power, that it falls on me to first come in with that more humble perspective.” Fred said that supervisors need “the ability to admit to the client when you don’t understand something, and you ask them about their culture.” Julia said that because we don’t know everything about every culture, we need to be intentional at addressing it. “I don't know everything, and I need to be open to open it up for discussion. And so, being very sensitive on what is that means how do you open something up for discussion.” Trevor indicated, “If we don’t have an understanding of that and in humility, then I think we’re just making the problems worse by not talking about them.”

**Authentic Interest.** Participants discussed the aspect that for the intentional integration of cultural topics to occur in supervision on a regular basis, there needs to be an authentic interest on the part of the supervisor. This is a sub-theme identified under the characteristics of the competent supervisor; however, it is included as one of the strategies for competent multicultural
supervision process due to its regular practice. Manuel said he asks supervisees if they are having any challenges with the cultural aspect by saying, “I want to know if you’re having challenges,” as a genuine concern for the supervisee’s experience and reactions with their clients from different cultures. Manuel described his interest in the supervisee and the importance of the supervisory relationship by indicating, “I have to have an authentic relationship, and I can’t do that without asking [them] some questions about their culture.”

Participants expressed their genuine interest in cultures with enthusiasm. Gayla said, “I’m fascinated by different cultures.” Teresa said, “A lot of that, it’s just my own. I really am curious to hear about their culture.” She said she directly asks her supervisees, “I just want to know what this is like for you.” Cecilia said, “I was talking to people like you’re really interested in them as well and learning to ask those questions.” Gayla said, “I feel more of a fascination in a profound interest in learning about that culture.”

**Self-Introspection and Self-Reflection.** Participants discussed that through the process of supervision they use self-introspection and self-reflection constantly to guide students in a process of developing multicultural competencies. They shared how integrating this practice help supervisees explore any internal issues or internal working models that influence their individual approaches and responses to cultural issues in counseling and supervision. Thus, an additional theme emerging from the intentional integration of multicultural discussions in supervision and practice revealed the importance of self-introspection in supervision.

Participants shared that they use and recommend self-introspection and self-reflection to promote multicultural competencies, as well as professional development and growth in their supervisees. This is a recommendation further discussed under the sub-theme of Education and
Training since it was also a recommendation from participants to integrate into that area.

Cecilia said,

I also try to open that up for the rest of the interns in group so that they can contribute to the conversation and also that promotes for them self-awareness of themselves, you know, introspection that they can do about where they are in as far as cultural competence goes because those similar issues may come up with them in counseling and they may not have thought about it. So, just having those discussions and keeping it open helps them.

Wilma indicated that using self-introspection helps supervisees. She said, “Get them to process through what is your schema from our culture here and then, you know what, ‘What can I do to learn about and implement how these other cultures work?’” Trevor indicated that part of what he does in his supervision sessions in this area is self-reflection. He said, “I have them do a reflection after every supervision and the reflection says: ‘I think I could grow in this area.’” An additional form of introspection and self-reflection that Trevor asks his supervisees was described in this statement: “actually, for the multicultural piece, I asked them for questions. One, ‘what are we doing in supervision today?’ Or ‘what did we learn?’ ‘What did you learn in supervision today?’”

Velia discussed that students need to know and be aware of any cultural biases and self-reflect on that to become aware of how it is impacting their counseling work. She said, “Knowledge of the multicultural issues and awareness of supervisees’ own biases and how that might influence their counseling.” Shelia indicated that it is important to have an openness to discuss such issues, but that student needs to be aware of that through self-introspection. She said, “Openness to discuss how our culture may affect us in our counseling. Becoming aware of
how our cultural background may influence us to see things from a certain way. Communication and openness of ideas helps promote positive multicultural competency, as well as their reflection.”

Julia indicated that she promotes self-reflection among her supervisees by asking, “How did these cultural issues come up and are they impacting your ability to help them in this area?” Wilma shared that she teaches her supervisees multicultural competencies through introspection. She said, “Teaching that to our supervisees to do self-introspection: what and how do we feel, and how [do] we think? We have to know that as we’re getting into issues.” Wilma said that self-introspection reveals personal narratives about supervisees’ cultural issues and she can identify if they need to go through individual therapy or group therapy to manage those issues in order for them to be multiculturally competent. She said,

Self-introspection, I think for me as a therapist, it reveals personal narratives so that introspection helps to see what am I willing to learn and change and do, and then teaching them how to work on that. And what it does for me is to have to say I need you to be in group and or individual therapy, so you can be doing this. You can’t, you’re not an island; you’re not going to learn this all by yourself. I can keep telling you, yeah, but I can’t get you to do that work unless you’re willing to look at yourself and what comes up for you. Because I think it creates that internal freeze and people see that on our face when we’re uncomfortable, when they’re talking about other cultural issues.

Manuel shared that self-introspection helps student uncover issues that may need attention. He said, “There's a lot of things that are kept in counseling that the student needs to recognize that is not uncovered.” Mindy shared that she asks her supervisees to reflect on possible scenarios to create multicultural awareness and sensitivity by asking them, “You know
what it means? What and how they’ve experienced life being a person of color or how they’ve experienced life being a person that’s a Muslim that dresses in a traditional dress?” Teresa reported, “I think that’s a huge thing that we need to do with the students is what are the things that are kind of internally overwhelming you to the point that you push them away?” Julia indicated that students need to know how those cultural differences impact them so they are able and competent to work with those clients. She shared how she asks her students, “How do you work with someone well who’s different than you? And there are lots of things that make people different.”

**Supervisees’ Responsibility.** In the first component of the model, we discussed how participants identified *supervisor’s responsibility* as one of the main themes to have a competent multicultural supervisor. This second component of the model discusses that in order to have a competent multicultural supervision process, the supervisee also has certain responsibilities. Participants identified one important aspect of having a competent multicultural supervision process is to help supervisees take responsibility for their own supervision process. Consequently, the sub-theme of supervisee’s responsibility emerged during the discussion of teaching supervisees cultural differences, awareness, and humility by integrating cultural discussions in the supervision session.

Participants discussed that in order to promote multicultural competencies, supervisees have to come to the supervision session prepared to address cultural issues on their own initiative. They discussed the importance of students not depending only on the initiative of the supervisor to integrate cultural issues in the supervision session. Cecilia said, “Coming prepared to bring in maybe a session recording or to have some kind of documentation to support what they report.” Wilma said that supervisees are responsible for doing their work of learning about
cultures and integrating those discussions. She said, “To actually supervise and not thinking that we’re doing therapy for them as well, and in that statement even still not doing their work for them.” Mindy said, “I think that is also about giving more responsibility. Teaching the students how to be more active in their supervision.”

Manuel indicated it is the responsibility of the supervisee to bring up any cultural issues that are bothering them to the session: “I expect of them to lead the discussions and multiculturalism is one of those items that lead the discussion on, especially if there’s something; they have to let me know if there’s something bothering them.” Trevor said, “While I can explicitly bring up something, it’s also the supervisee’s responsibility in some ways when there is an issue and they’re aware of it, but they’re not bringing it up in supervision because they’re afraid.” He indicated, “It’s the role of the counselor to make sure that becomes explicit and it’s the role of the supervisor to make sure it becomes explicit in the session.” Velia discussed the fact that student needs to include their ideas in supervision as well. She said, “Inclusion and recognition of interns' ideas and ways of doing counseling based on their culture and including those ideas into supervision.” Sheila discussed that supervisees have the responsibility to not only understand themselves through the process, but also understand their clients from their cultural point of view. She said, “I think it is beneficial to not only understand ourselves, but also understand our clients.”

Methods of evaluation. Participants reported that the supervision process must include methods of evaluation to assess supervisees’ competencies to integrate cultural discussions during their counseling sessions. Some of the methods of evaluation addressed by participants were documentation, videos, and case logs. Julia reported, “I should be seeing it somehow illustrated in their paperwork, have some form of quality assurance some kind of continuous
quality improvement mechanism.” Manuel reported that if he does not see integration of cultural
topics in the videos he will bring it up to the attention of the intern. He said, “If don’t I see it in
the videos or something, I bring it up to their attention.” Trevor indicated the use of logs help
him in the process of evaluating the integration of cultural issues in supervision. He said that
logs reveal information to him by saying, “So, we’re able to really see what, and what is the what
can be a concern between a Caucasian counselor and an Asian client, and we are able to discuss
that.” Trevor reported,

I have a case log that just has initials, their gender, their race, their sexuality, the date of
intake, their presenting concern, and their diagnosis. If there is any or zip code or the
code having a look at that. We’re going to focus on cases and watching videos and
getting feedback to those videos and then we summarize at the end.

Julia added that the supervision process should have periodical evaluations. She said, “I have
periodic three months check-ins to see how our processes are going and see if supervisees are
following up with what was discussed in supervision previously.”

**Group Supervision.** Group supervision was a sub-theme that emerged during the focus
group, indicating that competent multicultural supervision is not limited to individual
supervision, but that it must be also integrated in group supervision as well. Participants
indicated that it is important to integrate cultural issues during group supervision regularly. All
participants shared their agreement and Cecilia reported, “Bring them to do group supervision
once a week or once a month.” Gayla added, “Open that up for the rest of the interns so that they
can contribute to the conversation.” Julia indicated, “In group we have those conversations
among ourselves and so it makes them more comfortable.” Gayla reported that if an intern is not
participating in group supervision it is important to create that avenue for them so that they can
also be exposed to the integration of cultural discussions. She reported, “We need to find you a group where we can create some of that aerial view for you.” Wilma added, “I say, ‘I need you to be in group and or individual therapy so you can be doing this.’ You can’t—you’re not an island, you’re not going to learn this all by yourself.” At the end of the interview, all participants in the focus group reported that in order to have a competent practice of multicultural supervision, education was of key importance. Wilma said, “Education is key.”

Promote and Encourage Ongoing Professional Development & Growth. This last strategy of the second component is a significant theme since all participants addressed the topic. Participants indicated that promoting and encouraging professional development and growth during supervision is an ongoing process that occurs during supervision and beyond. Participants stressed the fact that multicultural competencies do not end when supervisees obtain their license, but that is a continued process post-licensure through continued learning and research to learn about cultures.

Participants discussed that it is the professional and personal responsibility of both supervisors and supervisees to keep ongoing competent practice through the continued acquiring of knowledge and understanding. In this description of the findings, three sub-themes will be discussed: professional development and growth, education and training, and recommendations for education and training in the field of counselor education and supervision.

Professional Development and Growth. Part of the goal of the supervision process is to promote professional development and growth in the supervisees. Consequently, it is one of the primary responsibilities that supervisors have in the process of developing multicultural competencies in the supervisee. Melinda said, “I think an important part of developing a clinician and me as a supervisor, is making sure that the counselors ask the client those cultural
questions.” Fred described that as a supervisor he evaluates the developmental level of the supervisee to see how he or she develops and progresses from one stage to another. He said, “I think you have to have a conceptual idea of what it takes to move a counselor from where they come from here and you want them to be here. And so how do you help them move ahead, how do you help them get better?”

Teresa said it is important to help students develop through the supervision process by “getting them to a balance where they have a little bit of something and in all eight cores, and then finding out where they want to really develop.” Trevor added the significance that the multicultural division of ACA has over the development of competencies. He said, “I know, like, the ACA division of multicultural counseling—the competencies. I would like to really become familiar with them more. I think that could help me to grow.” Mindy said it important is to continue to grow professionally and that it requires intentional reading, researching, and accountability. She said, “It requires me to do reading and so to give me accountability, but also expose them beyond just my input [since] we are reading different authors.”

Velie reports that as part of the supervision process she helps her supervisees prepare for the board licensing exam, especially in multicultural competency. She said, “I would spend time helping them prepare for their test, which would give an opportunity to talk more about the multicultural needs in the counseling setting.” Part of the student’s continued professional development was described by Manuel, indicating that he wants his supervisees to develop the advocacy competency within the multicultural area: “I want them also to become involved more in advocacy.” He continued, indicating that it is important for them to develop and grow in their counselor identity. He said, “I'm going to help them become more involved in the field itself to try to grow their identity and counseling.”
**Education and Training.** Participants discussed that in order to strengthen the deficiencies outlined at the beginning of the description of the second component of the model, education and training needs to be intentional and ongoing during and after supervision. The theme of education and training was saturated across all procedures and participants’ responses. Participants discussed the impact of strengths and deficiencies of education in the multicultural competencies of supervisees and the importance for supervisors to encourage supervisees to research, read, and learn about cultures while in supervision and beyond. Participants also discussed the importance of continuing training after licensure in order to maintain and continue to develop and strengthen those competencies. Participants made recommendations about what methods and/or strategies could be used to increase multicultural competencies when multicultural counseling is taught in master’s level courses.

**Current Practices.** Participants discussed the current practices in *Education and Training* and how they are impacting supervisees and the supervision process. Julia indicated, “I can’t say that I received it there. I got great research articles and theories and books, but not of ‘what is it going to look like?’” Cecilia is a continuing education provider for the Texas State Board of Examiners of Professional Counselors in the area of supervision. She reports the state requires a 40-clock-hour training on counseling supervision and she developed her trainings in a manner that intentionally includes multicultural supervision in a practical manner. She said,

We’ve got a two-day training for supervisors and we have ongoing trainings that we give every three months to our supervisors, and so it leans for more of that practical way of teaching. We are very intentional about the way our supervision looks like. We ask them to bring in three articles that they’ve researched and discussed those articles with the rest of the group on multi-cultural competence. We also have asked them to bring not only
their stuff in, but to bring in some information that they’ve researched outside—that’s one of the things that we’re going to do to train supervisors.

Teresa discussed that for her it is important to have experience as well as knowledge. She said, “It is important for myself as a supervisor, having a good knowledge base, definitely on having an experience in the different cultural areas that the counselors are working with.” Fred discussed that every supervisor needs to be aware that we do not come to a point of knowing it all, so that there is a need for continued learning. He said, “So, the cultural part of that as a kind of an affective level is on never [to] feel like I know enough.” Fred added, “It’s one of those things where you wish like you had 20 counselor lives available for you to consult, so you can learn everything about every culture that you deal with.” Julia said it is important to give students the opportunity to continue learning through their own research. She said, “Give the intern the opportunity to do whatever, maybe research for information, thinking that they need to do.”

**Recommendations for Ongoing Professional Development and Training.** During the interviews, participants opened discussions about what they think needs to be implemented in the education and training systems about supervision and the inclusion of multicultural competencies. Participants offered recommendations based on their experience as supervisors and what they consider is important to integrate in the field of counselor education and supervision. Cecilia shared that counselors need to continue training even after supervision has been completed. She said, “Maybe there’s additional trainings that we get once we get to our job post when we have to kind of search and, you know, talk to other colleagues and see what they’re doing.”
The following figure 9 presents the discussion of participants in regard to this sub-theme and their recommendations for integrating multicultural competencies in a continuum from education, through supervision and post-licensure training. Participants recommend that it is essential to infuse multicultural competencies through the entire process of preparation of supervisees in the field of education and supervision, during the entire process of supervision, and through post-licensure training as part of continuing education. Trevor described the importance of integrating multicultural competencies through the entire process of supervision as “paramount” to build competencies. He continued, “If we don’t discuss it, then we’re not building any competency.”

![Multicultural Competencies Integrated Continuum](image)

Figure 9
Multicultural Competencies Integrated Continuum
Participants discussed recommendations for continuing training post-licensure. Cecilia recommended that it would valuable to incorporate continued training for multicultural integration in supervision every two years. She said,

If there’s anything is, like, any other training that we have to do as supervisors? You know? Having to do six hours of update every two years. Incorporate that—a multicultural discussion in those trainings is something that I’ve only done twice, but I plan to probably include more multicultural issues every time.

Mindy discussed the importance of training in a practical manner to address the students’ different learning styles. She said, “I am much more of a practical learner and I am much more of a person to person kind of learner as well.” Fred said, “It would be great if had a portion of your training with a supervisor that came from a different cultural group. I think that would be the ideal.” Fred added, “I do think that you have cross-cultural classes where you do try to actively expose folks to as much as they can multiculturally, and then I think being aware of those issues from a supervisory perspective and being willing to bring those to class or supervision would be great.”

Self-Reflection. Participants discussed the need to integrate self-reflection in the ongoing education and training process. Trevor said, “Doing the work of self-exploration and self-reflection is important to help them develop.” Teresa discussed the need for more self-reflection in the classroom. She said, “I don’t think we give the students enough guidance and I don’t think we give them enough opportunities to really deeply explore how emotions and contact impact them.” Teresa added that training needs to include self-reflection as well. She said,

I really think one of the biggest pieces that we miss a lot in with counseling students is this whole issue of them becoming aware when there might be a cultural difference, but
then also being very aware of what’s going on inside of themselves when those cultural differences are happening. So, having them reflect on that will help them. You have got to start paying attention to how these things impact you. Teach about cultural humility.

Immersion. Another recommendation made by several participants was the importance of implementing an immersion project or learning activity in master’s level courses to increase the level of multicultural awareness and competency. This theme was saturated through the entire data collection since it was identified of utmost importance of a competent supervision process. Fred provided an example of what he thinks would be an ideal practice in education and supervision. He said,

In an ideal world, I would love it if everybody had to do a semester or practicum or a block of their clinical training with something like, going to downtown Fort Worth, where they have people from 10 different cultural groups, like at one of the apartment complexes here and work with them so they can learn.

Mindy shared that having interaction directly from people from different cultures will be helpful. She said, “First person feedback from different people from different cultures that have experienced counseling.” She added, “And I think that’s much more where we can learn; it is from people that have tried counseling and their culture, or the therapist’s culture created a barrier or was a real help; either way.” Trevor discussed the fact that there is content and process in the process of multicultural competencies and its education. He said, “I think there's content. I think we need to give the content, but I don't think that class should be about the content only it's really helping them go from the actual process.”

Teresa discussed how cultural immersion is important, but it also needs to be done well in order to be effective. She shared the following:
I’m also a huge proponent of cultural immersion. I think they need to be done well through service learning projects, having students who kind of come from a more privileged position. They’re in school, spending time with people really who don’t have anything. Giving students the chance to really interact with different cultures and then helping them take that stance of “my culture isn’t better than yours”—looking at cultures from a positive perspective. So instead of looking at what I don’t like about your culture, what do I see in your culture that’s really fantastic and beautiful and functions really well and is so different than mine?

Manuel discussed that his students do an immersion project but that they need more techniques and practical application. He said, “They take a multiculturalism class, and they do an immersion project, but I think that there needs to be a little more activity, perhaps role plays in the process of learning multiculturalism.” Peter shared that education through immersion needs to be intentional. He said, “I think that intentionality and placing students in situations where it might be a little difficult for them to ask certain questions to help them develop that competency.”

Other recommendations. Some participants had a variety of different recommendations to be implemented through the education, supervision, and training process. Wilma recommended that students should do counseling through the process of education and supervision. She said, “I think it’s preferable that they’ve actually tried counseling.” Manuel recommended, “Let them do role plays with people that are different than they are.” Velia said, “Providing opportunities for supervisees to learn about various cultures and issues that might arise specific to these cultures in sessions.”
Normalization, safety, and explicitness are key. Peter shared how humanity has the tendency to fear the unknown, the more we discuss the more we normalize and develop comfortability in discussion in supervision. Providing parameters for safe discussion is important as well.

Velia recommended continued training is important for the competent practice of multicultural counseling and supervision. She said, “Attend trainings, read articles/books, and discuss those. Do self-assessment for cultural biases and how that might affect counseling session.” Sheila said, “I believe it is important for us to all have a basic knowledge of different cultures, lifestyles, religions, etc. However, the best source of information is going to come from our clients. Understanding, empathy, openness to potentially new ideas, and compassion are what is ultimately required on our part as counselors and supervisors.”

Mindy reported her viewpoint on the aspect of training and supervising students or interns and its importance. She said, “The board gives us a big responsibility and that’s to make sure that people are out there doing the best work possible.”

**Summary**

This chapter presented detailed themes emerging from the data that explains how the integration of multicultural discussions occur within the supervision process and session producing a model for competent multicultural counseling supervision process. Three main themes were discussed within the model supported by participants’ response: intentionality of integration of multicultural discussion in supervision, the first component of competent multicultural supervisor, and the second component of competent multicultural supervision process. Pictorial images representing the data were provided for each component.
Chapter Five

Discussion

Overview

The aim of this chapter is to review the purpose of the study, provide a brief overview of the methodology, and present a summary of the findings with its interpretations. A discussion of the implications for practice in the field of counselor education and supervision will be discussed, along with a comparison of the findings in relation to a larger body of the literature, including the relevance to the conceptual framework. The research foci will be discussed in light of the findings, recommendations for actions, and practical applications of the findings will be offered, along with recommendations for further studies.

Purpose of the Study and Review of the Methods

The journey of this research study was initiated by the interest to find qualitative data to fill the gap identified in the literature on the topic of multicultural counseling supervision. The literature review in Chapter Two uncovered the need of having counseling professionals who are multiculturally competent, who would meet the need to offer services to clients of diverse populations caused by the increased change in the demographic profile of the United States. This demographic change created a need for professionals who are competent in the practice of multicultural counseling supervision.

The literature revealed several factors contributing to the research problem described in the conceptual framework in Chapter One, indicating the supervisor’s lack of integration of cultural discussions in counseling supervision. The conceptual framework described several deficiencies in the area of multicultural counseling supervision. Some of these deficiencies include: counselor’s lack of clinical training to work with diverse populations, increased need for...
incorporating multicultural competencies in supervision, lack of multicultural self-efficacy, lack of multicultural competencies, lack of integration of skills and techniques to integrate cultural discussion in supervision, lack of attention to multicultural issues, and the urgent need to integrate cultural conversations in supervision.

This problem led to choosing a qualitative research design with grounded theory method in order to explore what occurs in the supervision session that leads to such deficiencies. The literature recommended future qualitative research to explore the complexities of multicultural training and supervision beyond the current practices and examine new ways of implementing multicultural competencies in training programs (Ancis & Ladany, 2011; Vereen et al., 2008). In this study, Grounded theory explored what occurs in the counseling supervision session that would inform the following: What is the process that supervisors follow in the supervision session, leading to the lack of or the integration of multicultural discussions? What is the action taking place in the supervision session leading to lack of self-efficacy and no attention to multicultural context? And what is the interaction between the supervisor and supervisee, leading to the lack of or integration of multicultural topics? Therefore, this study sought to find the process action and interaction within the counseling supervision session to respond to the following research foci.

How do counseling supervisors conceptualize the practice of multicultural counseling supervision in counseling sessions?

Four follow-up sub-questions were also explored:

a. What influences positive multicultural competency?

b. How does the conceptualization of multicultural counseling supervision session influence multicultural competency training?
c. What factors or individual differences among counseling supervisors contribute to or hinder the integration of multicultural discussions within the supervisor session?

d. What personal and professional factors developed and shaped your own development of your multicultural competency (supervision, academic training, other training)?

Grounded theory methodology provided an approach to generate theory grounded on the data gathered from participants (Bloomberg & Volpe, 2016; McLeod, 2011). The goal of grounded theory was to move beyond the description of the phenomenon and discover a theory of the process, action, and interaction grounded on the themes emerging from the views of the research participants (Bloomberg & Volpe, 2016; Corbin & Strauss, 2015). The study used three methods to collect data: individual interviews, focus group, and surveys.

**Review of the Methodology**

The researcher recruited 14 participants. Four participated in the focus group, five participated in individual interviews, and five participated in surveys. Each interview was recorded and transcribed. Data analysis was conducted by the researcher using open coding, axial coding, and selective coding. The first coding (open coding) developed categories from the information gathered through the interviews, the second coding process (axial coding) was conducted relating codes, categories, and concepts, and the third coding (selective coding) was conducted through identifying core concepts and themes related to all the data. The researcher recorded participants’ data in a coding book created in an electronic format word processor document. Each coding procedure was recorded in a Microsoft Excel spreadsheet in a password locked computer that is only accessible to the researcher.
The data emerged revealed three main themes with some sub-themes. The three main themes were: the intentionality of integration throughout the entire supervision process, the relationship, responsibilities, and characteristics of a competent multicultural supervisor, and the competent multicultural supervision process. Each main theme had several sub-themes interrelated, which will be discussed in the summary of findings. The core message resulting from data is that in order to promote and develop multicultural competencies among supervisees, the integration of multicultural topics in supervision must be intentional, explicit, and purposeful.

**Summary of the Findings and Interpretation**

This study’s findings are summarized and interpreted according to the conceptual framework discussed earlier in chapter one. The themes emerging from the data respond to the following concepts from the grounded theory action, process, and interaction in multicultural supervision (Bloomberg & Volpe, 2016; Corbin & Strauss, 2015). The summary of findings is represented in Figure 7, followed by the description of the findings.
Figure 10

A Model for Competent Multicultural Counseling Supervision: Action, Process, & Interaction

Figure 10 represents *A Model for A Competent Multicultural Counseling Supervision* with two components integrated with a description of its action, interaction, and process relationship. The first component is of a *Competent Multicultural Supervisor*, it indicates an action/interaction relationship. The second competent, *Multicultural Supervision Process*, indicates an action/process relationship. Both components interact with each other since the first
component informs the second and contributes to the development and strengthening of multicultural competencies. The first component of competent multicultural supervisor engages in the intentional integration of elements such as the integration of cultural discussions throughout the supervisory relationship, the interaction of responsibilities, and purposeful demonstration of professional and personal characteristics.

The second component outlines five action-strategies that together contribute to the overall competency of the multicultural supervision process within the supervision session. The intentionality of integration wraps both components within the model of competent multicultural counseling supervision. The implementation of the action-strategies within the second component is practiced regularly as part of a natural process for the competent multicultural supervisor.

**Process, Action, and Interaction**

In reviewing the results of this study, the themes provided insight and information that uncovered social processes underlying behaviors of how the practice of multicultural counseling supervision is conceptualized (Bloomberg & Volpe, 2016). Corbin and Straus (2015) explain that the goal of grounded theory is to move beyond description of the phenomenon and have the researcher discover and/or generate a theory of a process, an action, or an interaction grounded in the views of the research participants (Corbin & Straus, 2015). The themes emerging from participants response helped this researcher discover *A Model for Competent Multicultural Counseling Supervision*, the process, and actions of a *Competent Multicultural Supervision Process*, and the actions and interactions of a *Competent Multicultural Supervisor*. The themes also discovered the action and process that supervisors follow to promote professional
development and growth of multicultural competencies in supervisees through the intentional integration of multicultural discussions in counseling supervision.

**Intentionality of Integration.** The first action identified in the data is the intentional integration of cultural topics within the supervision session and throughout the entire process of supervision. There is a direct interrelation between the process of supervision, the development of competencies in the supervisee, and the implications for education and training. The process of supervision reveals the consequence of such integration in education and training.

This theme was identified as the overarching theme, indicating that in order to be multiculturally competent, the supervisor must be intentional about the integration of multicultural discussions in supervision. Supervisors must not leave the option to the supervisee to integrate such topics on an “as needed” basis since it is an important aspect of client work, diagnosis, and treatment planning. The integration must occur with the purpose of attending to the client’s needs and the development of the supervisees’ competencies.

The integration of cultural discussions is essential to the development of competent counselors in every area of their professional development, beginning with their graduate-level education and in a continuum after they have obtained state licensure. Intentionality is across every action, process, and interaction of the supervision process. Providing appropriate training in regard to the supervision process help supervisees have a better understanding of the supervision process, roles, expectations, and responsibilities of both supervisors and supervisees.

The explicit and purposeful integration illuminates cultural issues that are relevant to the supervisee, the client, and the supervisor. Broaching cultural topics since the beginning of the supervision process allows supervisees to be better equipped to provide counseling services from a holistic approach. This integration is both critical and necessary for the development of the
novice counselor’s competency and for the best client care. Each client needs to be approached from a cultural lens and supervisees need to be trained in paying attention to each of the client’s needs.

Participants indicated that in order to be multiculturally competent in supervision, the integration of cultural topics needs to be intentional, explicit, and purposeful. Consequently, the major overarching theme involving the whole process of supervision and its multicultural competency is established from the beginning of the supervision process and throughout the process of supervision. The interaction between all the processes of integration contributes to the overall multicultural competence in supervision. Melinda, one of the participants, discussed the fact that the integration of cultural discussions “is our ACA ethical mandate and the work we do as counselors.” Thus, the practice of integration must be intentional.

Participants indicated that the action of intentionality begins as part of the supervision process, and continues to prepare the supervisee through the entire process of supervision and after licensure. Consequently, three main themes emerged as a result: first, the intentionality of integration in the entire supervision process. Second, the characteristics of a competent multicultural supervisor were evident by describing the sub-themes of a supervisory relationship, supervisor’s responsibility, and the professional and personal characteristics of the supervisor. The third and last theme is the theme of a competent multicultural supervision process, outlining the actions and process of integrating its five action-strategies (sub-themes): teach and follow competencies, embed cultural discussions in case conceptualization, assess developmental needs and readiness, teach cultural awareness/humility, and promote and encourage ongoing continued professional development and growth. Throughout the entire process, the intentionality of
integration is considered in the following metaphor: It is like the blood flowing and giving life to the model of competent multicultural counseling supervision.

**Process**

**Supervision Process.** The entire component of a competent multicultural supervision process is informed by the intentionality of integration and the component of the characteristics and interactions outlined in the *Competent Multicultural Supervisor. The supervisory relationship* parallels process of the therapeutic alliance; hence, it is the foundation for the model and supervision process. Participants indicated that it is the supervisor’s responsibility to develop *competencies* that integrate intentional multicultural awareness required by the state licensure boards and CACREP. Thus, a discussion of recommended strategies emerged from the participants’ viewpoints and recommendations by teaching and following such competencies. These action-strategies form the action and process of the supervision process.

The concept of *Process* unifies all of the sub-themes, emerging from the discussion of the supervision process. Each of the action-strategies is practiced regularly as a natural process for participants. Participants indicated that supervisors need to create a sense of intentionality and awareness of modeling to the supervisee in everything that is practiced or implemented throughout the supervision process. The integration of cultural discussions must be *embedded in case conceptualization* and case review, as well as in intervention in the supervision process. It is essential that the process of integration be a *regular practice* and *natural process* within the supervision session. Consequently, the integration must be intentionally integrated into the case conceptualization.

The competent multicultural supervision process involves the active assessment of supervisees’ developmental need and cultural readiness to help them become aware of their own
needs and biases, as well as help them take responsibility for their professional development and growth and help them move from one developmental stage to the next. Assessing supervisees’ cultural readiness helps them move beyond cultural biases or assumptions to create multicultural sensitivity. The intentional teaching and awareness of cultural differences was identified along with being intentional about practicing cultural humility. Participants shared that supervisors need to demonstrate an authentic interest in culture and in being culturally competent. Although the previous is considered a characteristic of a competent multicultural supervisor, the natural demonstration of this characteristic informs the supervision session and process. Through the entire process of supervision, supervisors have as an ultimate goal to promote ongoing and continued professional development and growth among supervisees during and after supervision. Participants indicated that the supervision process is one that promotes competencies after licensure has been obtained since the goal is to practice continued multicultural competencies.

The supervision process revealed that both supervisors and supervisees experience several Affective Responses in regard to the integration of cultural discussions in supervision. Feelings were identified from both sides of the spectrum, negative and positive. Positive affective responses were “fascination,” “interest,” “thankful,” “comfortable,” “anticipation,” “energized,” “curious,” and “a sense of satisfaction.” Negative affective responses were “anxiety,” “discomfort,” “disappointment,” and “nervousness.” Participants identified the need to normalize negative affective responses to promote continued learning. Encouraging students to research throughout supervision was identified as one of the strategies to decrease anxiety. By addressing these affective responses, participants mentioned the importance of being courageous and taking risks to address cultural issues. Participants uncovered that the practice of these
strategies throughout the entire supervision process influences overall multicultural competencies within the model.

**Education and Training.** The sub-theme of *Education and Training* discussed the fact that deficiencies of education in supervisees’ multicultural competencies impact their initial anxiety through the supervision process. As a result, participants recommended modifying the process of education by developing multicultural competencies from the beginning of their master’s degree. The education continues throughout the supervision process by stressing the importance of continuing research to learn about cultures while residents are in supervision. Lastly, participants discussed the importance of continuing training after licensure to maintain and strengthen those competencies. Participants made additional recommendations about what methods and/or strategies could be used to increase multicultural competencies when multicultural counseling is taught in master’s level courses.

**Interaction**

There is an interaction taking place from the first theme and throughout all the themes. The first interaction begins with the first component and its themes occurring within the supervision process, the supervisory relationship. In order to integrate cultural discussions intentionally, supervisors must create a safe environment for the supervisees. That safe environment is the result of a supervisory relationship that is founded on trust. Peter said, “I think that supervision needs to provide a safe space in order to influence multicultural competency in a positive manner. If supervisees do not feel safe, they may not be authentic in their disclosures, which in turn may limit reflections and opportunities for growth.”

Consequently, this means that for professional development and growth to occur, the supervisor is responsible for making the interactions within the supervision process a safe place
for open and authentic disclosure and discussions of cultural topics, which leads to the
importance of the sub-theme of the supervisory relationship. It is through this interaction that
multicultural discussions and competencies are facilitated. The interactions between the first
compONENT informs the process within the supervision session allowing fostering the
implementation of the action-strategies identified to be successful. The interactions of this
model go beyond one component to the next; it is the constant intentional integration of each of
the sub-themes and how the integration of one leads to the positive interaction with each other
resulting in a model that promotes multicultural competency within the process of counseling
supervision. Lastly, the interaction between all themes emerged from the data creates a mutually
interrelated synergy that ultimately promotes competent multicultural supervision.

**Themes Related to the Research Foci**

In order to present the themes in relation to the research foci, each of the questions will
be addressed with its respective responses. The first main research question is: How do
counseling supervisors conceptualize the practice of multicultural counseling supervision in
counseling sessions? Participants identified the intentionality of integration as part of the
conceptualization of practice.

**Conceptualization of Practice of Multicultural Supervision**

All participants indicated that their view of conceptualization of practice of multicultural
supervision involves several factors that were also identified as common themes throughout this
study. Participants initiated their description of conceptualization of practice by using the term
holistic. They discussed that in order to practice multicultural supervision in a competent
manner, the process has to be looked from a holistic approach. One participant indicated “I look
at it from two sides, one is ‘What’s the cultural influence from the counselors’ experience of
their ethnicity?’ and then ‘what’s the cultural influence of the client and their ethnicity?’”

Another participant indicated, “When I hear the word ‘multicultural,’ I’m looking at the culture of the clinician that I’m supervising, asking them if they have any cultural biases or prejudices about the client.” Peter said, “I conceptualize the practice of multicultural supervision as providing supervision using a culturally competent lens.”

In addition to the holistic view of the process of this practice, participants indicated the importance of using a cultural lens to have the appropriate perspective during the supervision process. Manuel explicitly indicated “I think everything is coming from a cultural lens no matter the person who’s before me.” Fred described this process of conceptualizing as, “When we conceptualize a case we’re looking at: what are the cultural issues that influence the problems? How are they? What’s the lens of that problem through that culture?” Participants indicated the importance of not assuming anything culturally or not, but explicitly inquiring the cultural lens existing and potentially influencing the presenting issues. This was expressed by participant Manuel, indicating that whether participants and clients are the same race or not, he wants to make sure that multicultural discussions are integrated.

Participants used themes such as collaborative work, cultural awareness and humility, open communication, parallel process, and self-introspection/self-reflection to indicate that these elements must be an essential part of the practice of competent multicultural supervision. The conceptualization of multicultural supervision involves the intentional integration of multicultural topics to be regularly embedded in case conceptualization. The importance of teaching cultural differences leads to preventing any negative assumptions that may interfere with the positive practice of multicultural supervision.
The supervision process also requires explicit attention to case reviews as well as attention to a supervisee’s affective responses to normalize their emotional reactivity and promote growth. Lastly, the conceptualization involves the active responsibility of the supervisor to ensure a supervision process that integrates the characteristics of a competent multicultural supervisor in implementing the action-strategies that comprise the components of the competent multicultural supervision process.

Sub-research Questions

This section of the research foci presents each of the sub-questions in the study: What influences multicultural competency positively? How does the conceptualization of multicultural counseling supervision session influence multicultural competency training? What factors or individual differences among counseling supervisors contribute to or hinder the integration of multicultural discussions within the supervisory session? And what personal and professional factors developed and shaped your own development of your multicultural competency (supervision, academic training, other training)? Each of the sub-questions is followed by the summary of participants’ responses.

What influences multicultural competency positively? Participants identified several themes associated with the positive multicultural competency. The first theme is encompassed by a supervision process that integrates multicultural discussions as a natural process in the regular practice or supervision. In order to be multiculturally competent, the supervisor must think holistically and approach case reviews, case conceptualization, and professional development and growth in the same manner. Modeling is critical for supervisees to see how the competencies are practiced so they can model the same with their clients. Considering that supervisees experience and initial anxiety, supervisors are recommended to normalize their
supervisees by “cooling the system,” as expressed by Wilma in her explanation of normalizing students with their negative feelings.

An additional aspect of normalizing is modeling and letting students know that it is acceptable to not know everything about all cultures. Instead, that should serve as a motivation to continue to research and learn in order to provide appropriate services. Participants suggest that calming down supervisees within the session is an effective practice of supervision. The concept of valuing and respecting cultural differences from a cultural humility standpoint is considered a strength. Mindy reported, “The positive is finding the positive in client’s cultural presentation.” A culture-based approach must not be based on faulty assumptions, but from looking at every case from a cultural lens. This approach provides supervisees with a global cultural awareness regardless of the case they are working with.

Taking the courage to address cultural issues models and teaches supervisees that positive outcomes can result from uncomfortable situations in supervision. This was presented by several participants who shared experiences where they took the risk of approaching an uncomfortable cultural issue and the result was positive. Trevor said, “It’s going from possibly a state of uncomfortable and inflexible or rigid to being open-minded and comfortable and willing to talk about these things that are challenging.” The practice of multicultural competencies in supervision must be explicit in order to be positive. If the issues are not addressed, there is the covert message implying that such are incorrect. By opening the topic for discussion, it normalizes the conversation and promotes growth.

**How does the conceptualization of multicultural counseling supervision session influence multicultural competency training?** This area was the most discussed among participants, all agreeing that the field of education and training should be influenced by this data
to promote change. Master’s level courses need to undergo a process of research and program evaluation to redesign the courses on multicultural counseling to develop a more practical approach. This will be on CES programs on supervision to train supervisors in a more comprehensive manner rather than in a continuing education training required by the state that may not have all the necessary elements for competent supervision. The inclusion of immersion projects would provide practical experience with diverse populations, promoting development and growth in the process of learning multiculturalism since it is more of a realistic practical approach than a conceptual or theoretical approach.

Other recommendations emerging from the data included the use of role plays, video recording, practical exercises for normalizing and reducing anxiety, and others. The education and training process continue throughout the supervision process and should be also required after licensure has been obtained. Providing required multicultural competency trainings in the area of supervision as well as in regular continuing education has the potential to maintain those competencies up-to-date with current practices and research.

What factors or individual differences among counseling supervisors contribute to or hinder the integration of multicultural discussions within the supervisory session? The main barriers contributing to the integration of cultural discussions in supervision are negative affective responses such as anxiety or fear to address such issues. There are several factors contributing to the effective integration, one being taking risks with courage to integrate such discussions. A potential barrier identified by participants is for supervisees to assume that because there is a power differential between the supervisee and the supervisor, the supervisee is not able to open the topic for discussion, especially if there is a cultural difference. The main contributing factor to positively integrate cultural discussions is associated with the genuine
interest in cultures and the supervisee’s development and growth through establishing a strong supervisory relationship and modeling best practices of integration.

Having supervisees complete case logs with a client’s information has been identified as a method that facilitates cultural discussions. The integration must be an intentional part of a natural process and regular practice. Following a holistic model as part of the process is another facilitator. Being direct, purposeful, explicit, and intentional about the integration are the themes that emerged as a competent practice.

What personal and professional factors developed and shaped your own development of your multicultural competency (supervision, academic training, other training)? Participants identified their multicultural competencies as shaped by their own interest in seeking additional training with supervision workshops, state board trainings, and other trainings provided by professional organizations. They all reported their master’s program did not provide a course on supervision. All of their supervision training was provided by the state as a requirement to become a state-approved supervisor. This fact raises a critical implication in the field of counselor education and supervision, presenting the need to develop formal academic training in supervision that would prepare supervisors in all areas of competencies.

Comparison of Existing Literature

The field of counselor education and supervision has identified the importance and value to develop multicultural competencies to practice ethically. The preparation of culturally competent counselors is considered a pivotal competency required to practice ethically and effectively (ACA Code of Ethics, 2014). This requirement is supported by this study when participants indicated that the supervision process must follow the multicultural competencies
guidelines established in the ACA Code of Ethics and the CACREP standards. The first strategy identified by participants in the component of competent multicultural supervision process is precisely teaching and following ACA and CACREP standards.

As discussed previously in Chapter Two, a review of the literature revealed that as much as these competencies are required, attention to multicultural topics in supervision has been neglected (Constantine & Sue, 2007; Soheilian et al., 2014). This study identified participants who are actively practicing counseling supervision in several settings, including the field of counselor education, supervision, private practice, and non-profit organizations. Data revealed that all participants were actively integrating cultural discussions in their supervision process and counseling education.

Participants indicated when supervisees begin the process of supervision they lack multicultural competencies and neglect to attend to cultural issues. This is consistent with the literature that indicates novice counselors have the tendency to neglect such issues due to feeling inadequate and anxious to provide services (Meany-Walen et al., 2016; Lenz et al., 2014). Data from this study supported the supervisees’ feelings of inadequacy by Manuel’s statement when he said that new supervisees feel anxious and nervous at the beginning, and because they are overwhelmed with so many other aspects of the counseling work they have the tendency to neglect such issues. Study findings indicate that in order to help supervisees manage their initial anxiety, supervisors have the responsibility to normalize their fears as part of attending to their wellness and encourage them to research and continue to learn about the relevant cultural issues (Meany-Walen et al., 2016; Lenz et al., 2014).

The ACA Code of Ethics (2014) indicates that counselor educators should be actively infusing diversity competencies in their training and supervision to help students gain
knowledge, awareness, and skills in the area of multicultural/diversity competency practice. This is consistent with the findings in this study where participants indicated that in their supervision process they actively and intentionally integrate and train their students on how to address such cultural issues. Findings in this study identified the overarching theme of *intentionality of integration* to indicate that supervisors are constantly integrating and embedding cultural topics throughout the entire process of supervision.

The literature discusses that there is a lack of clarity in the CACAREP standards in regard the specific scope and practice of multicultural competence in supervision (Kissil, Davey, & Davey, 2013. In contrast with this research, emerging themes from this study specifically provide strategies to integrate in the practice of a supervision session and process to develop multicultural competencies in the supervisees. The *Competent Multicultural Supervision Process* in this model provides five strategies that supervisors practice regularly in their supervision process and sessions. These strategies are: follow and teach multicultural competencies, embed cultural discussion in case conceptualization, assess developmental needs and cultural readiness, teach cultural awareness and cultural humility, and promote and encourage continued professional development and growth. Participants were specific about the use and implementation of these strategies in supervision, indicating they use videos, case logs, and case conceptualization forms to ensure the integration of multicultural topics is not neglected.

Wong, Wong, and Ishiyama (2013) indicate that there is a need for incorporating multicultural competence in supervision because it translates into competence in the supervisee’s work with client. This suggestion is consistent with the findings of this study since participants discussed the importance of the parallel process between the supervisor and the supervisee and
the counselor and the client. Participants indicated that when supervisees develop cultural competencies in the supervision process they can practice competent multicultural counseling with their clients. The literature also discusses that counseling supervision is the primary component for counselor preparation (Kindsvatter et al, 2008). This was supported in this study by participants discussing the importance of assessing their developmental needs at the beginning of the supervision process to determine which competency areas need to be developed. Participants discussed the importance of modeling in every aspect of their practice to provide a model and framework from which supervisees can learn and practice further with their clients. The themes emerging from this study indicate that what supervisees experience in supervision will translate into their work with clients. This finding is also supported by Bernard and Goodyear (2014), indicating that supervision has significant positive effects on the supervisees and their clients.

The literature indicates that in order for counselors-in-training to be adequately prepared to work across different cultures, their training must address cultural issues (Hird, Tao, & Gloria, 2004). Participants discussed that multicultural training in master’s level courses are theoretically approached with textbooks that address the anthropological aspect of culture rather than the practical aspect. The data identified the various examples of how cultural differences should be addressed, beginning with modifying education and supervision practices, continuing with the inclusion of immersion projects, and forming supervisory dyads that are culturally different.

A number of researchers recognized the lack of formal training in the area of clinical supervision in general (Crook-Lyon et al., 2011; Lyon et al., 2008; Bernard & Goodyear, 2009; Falender & Shafranske, 2004). This is consistent with participants’ reports of not receiving
formal supervision training during their master’s degree, but having to go outside of the academic field to be trained in supervision competencies. These supervision trainings were provided by various state board approved continuing education providers rather than formal academic training. An additional recommendation from the data is to implement supervision training that is consistent with the required ethical code and standards.

**Intentionality of Integration**

The intentionality of integration is the driving force of the data in response to the literature. It indicated the need for examining skills and specific techniques to integrate cultural diversity issues into supervision (Ancis & Ladany, 2011; Inman & DeBoer Kreider, 2013). Participants identified that the main skill to employ is the courage to take risks and ask uncomfortable questions, address cultural issues, use introspection and self-reflection to explore supervisees’ biases, and encourage supervisees to research more about cultural topics. Participants also discussed some of the methods they use to develop multicultural competency in their supervisees, including the following: role-plays, self-introspection and self-reflection, and integrating open and direct conversations.

Ancis and Marshall (2010) discuss that multicultural supervision is a process that allows supervisors and supervisees to engage in the consideration of various cultural matters involving culturally diverse clients. All participants in this study discussed that they integrate cultural discussion in supervision *intentionally* to ensure supervisees develop multicultural competencies. The core theme of *intentionality of integration* was saturated among all three interview procedures: focus group, individual interviews, and surveys. Participants indicated that it is the responsibility of the supervisor to open cultural discussions in every session even if such topics
have been addressed once. Participants discussed that the consideration of cultural matters is a regular practice that needs to be considered a natural process throughout the supervision process.

Soheilian et al. (2014) indicate that a process of competent multicultural supervision the supervisor must pay attention to specific cultural conversations and use culturally sensitive interventions by engaging in client conceptualization and assessing supervisees’ multicultural awareness and sensitivity. This statement is supported by the findings in this study where the component for competent multicultural supervision process in this study states that supervisors assess supervisees’ cultural readiness to determine their multicultural awareness and sensitivity. Participants indicated that they teach cultural awareness and cultural humility to ensure multicultural sensitivity is developed. Participants also indicated that one of the strategies of this component is to embed cultural discussions in case conceptualization on a regular basis and as a natural process of supervision.

**Supervisor’s Responsibility.** Data emerged from this study was consistent with the literature, indicating that it is the supervisor’s responsibility to address cultural issues, comprehend and facilitate supervisees’ understanding of the interactions of cultural, interpersonal, and therapeutic processes (Inman, 2006; Inman & DeBoer Kreider, 2013; Soheilian et al., 2014). Participants identified several aspects of the supervisor’s responsibility, such as developing competencies through assessing the developmental needs and cultural readiness of the supervisees, researching, and promoting best practices. Some of these practices indicate the importance of not assuming or taking for granted that there are no cultural issues or differences to be addressed. It is also the responsibility of the supervisor to include methods of evaluation that assesses and develops multicultural competencies.
It was noted by the literature review that some of the major deficiencies include the need to integrate cultural conversations in supervision, lack of attention to multicultural issues, and lack of multicultural supervision competencies (Christiansen et al., 2011; Constantine, 2001; Falender et al., 2013; Goodyear et al., 2005). Other deficiencies indicated a lack of integration of skills and techniques to integrate cultural topics, lack of formal training, and lack of self-efficacy (Bernard & Goodyear, 2009; Falender & Shafranske, 2004). Findings in this study introduce the concept of intentional integration of multicultural topics as a natural process and regular practice in the supervision session. The integration of such topics is naturally embedded in case conceptualization and case review on a regular basis by using videos and case review discussions.

Some researchers discussed that many supervisors are lacking sensitivity to cultural issues with their supervisees (Lee, 2018; Ladany et al., 1999). Nonetheless, this study revealed that all participants reported the need to be culturally sensitive. More so, some participants introduced the concept of cultural humility in order to promote the competency of multicultural sensitivity. Along with the theme of cultural humility, participants introduced the concept of authentic interest. Genuine multicultural sensitivity and competency are only developed when there is true authenticity and interest in other cultures and the development of such competencies in the supervisees. Directly stating to a client that you would like to know if they are experiencing challenges helps the supervisee overcome any challenges within them that may interfere with the effective practice of counseling. Overall, participants supported the same authentic interest. Consequently, the intentional aspect of the integration of cultural topics is the result of an authentic interest in culture, clients, and promoting development and growth in the supervisees.
**Supervisor’s Professional and Personal Characteristics.** The review of the literature in this study did not identify specific professional or personal characteristics of a multiculturally competent supervisor. Nonetheless, the data emerged revealed specific characteristics that contribute to the intentional integration of multicultural discussions in supervision and the competent practice of the multicultural supervision session and process. Participants identified as a vital characteristic the authentic interest of supervisors in cultural issues and its integration in supervision. Participants indicated their genuine interest and fascination for people from diverse cultures and cultural diversity contributes to their intentional integration of multicultural topics in counseling supervision. Consequently, this study uncovered additional data that was not originally explored but provides significant insight into the competent practice of multicultural counseling supervision.

**Supervision Process**

A review of the literature indicates there is little discussion about what the multicultural supervision process looks like (Christiansen et al., 2011; Constantine, 2001; Falender et al., 2013; Goodyear et al., 2005). Data emerged from this study revealed specific strategies in the process participants follow to provide an ethical practice of multicultural supervision. According to participants, in order to practice ethical and effective multicultural supervision, such practice must be intentional, explicit, and purposeful. The process begins with the *supervisory* relationship as the foundation for practice. The literature identified the critical value of the supervisory relationship as a parallel process and its role in the professional development of the supervisee (Bernard & Goodyear, 2009; Bell et al., 2016). Data emerged in this study supported this relationship on the theme of *parallel process* and professional development and growth. Participants indicated the connection the supervisor makes with the supervisee is the most
important. A supervisory relationship that fosters open communication through its connection is important to build mutual trust. Participants mentioned that the role of the counselor is to make sure that discussing multicultural topics becomes explicit, and it is the role of the supervisor to make sure it becomes explicit in the supervisory session. Thus, the supervisory relationship is the foundation for a multicultural competent supervision process to occur. Participants indicated that in order to train students in the development of cultural competencies the supervisor has the responsibility to model such practices within the process of supervision.

The multicultural supervision process must include the intentional clarification of boundaries since the beginning of the process. After a careful review of the literature, I did not find information that would provide any indication of the use of boundaries in the supervision process. Participants in this study discussed that being able to build a good working relationship with supervisees while having appropriate boundaries is one of those competencies that are needed. In terms of the content of multicultural supervision, the literature discusses that some key factors leading to building a culturally responsible supervisory relationship include supervisors’ self-awareness, genuineness in sharing personal struggles, and openness to discuss cultural issues in supervision (Ancis & Ladany, 2011). These factors are consistent with the findings of this study since participants shared that the supervisor’s responsibility is to promote an open communication, creating a safe environment within the supervisory session. Participants indicated that it is the supervisor’s responsibility to communicate effectively. This is important to establish the framework from which multicultural supervision will occur.

**Multicultural Competency**

The literature indicates that one important aspect of multicultural competence is the supervisee’s general beliefs about their self-perceived ability to work with culturally diverse
populations (Constantine, 2002). Most participants in this study supported this viewpoint; nonetheless, they added the fact that regardless of low sense of self-efficacy, supervisors should encourage supervisees to take the courage to address cultural issues. Nilsson (2007) indicates that supervisors can provide more successful learning experiences by engaging supervisees in cultural discussions. Themes in this study revealed that supervisors use self-reflection, introspection, videos, and direct questioning to intentionally integrate cultural discussions in supervision and help students become more confident.

The Correlation

A review of the literature revealed that there is a direct correlation between the supervisory relationship and the counselor relationship with the client (Bernard & Goodyear, 2009). This process is what the participants identified as a parallel process. Participants supported that the supervisor’s multicultural competence is directly correlated to the supervisees because it is the supervisor’s responsibility to model and develop such competencies throughout the supervision process. Hird et al. (2001) reported that cultural interactions between supervisors and supervisees negatively impact their dynamics when supervisors do not include culture as part of the supervision process. Some participants reported positive experiences when they took the courage to address cultural issues with supervisees, even when they felt uncomfortable doing it. One of the participants shared that when she took the risk of addressing cultural issues with one of her supervisees from Poland, she thanked her for addressing such issues, which positively impacted her supervisory relationship.

Multicultural Concerns in Supervision

Gatmon (2011) indicates that there is a need for further qualitative research to help illuminate the variables fostering cultural discussions during the supervision process. Evidence
from this study provides such information through the emerging themes forming a model for *Competent Multicultural Counseling Supervision*. This study indicates that there are several variables, contributing to the multicultural competence of the supervision process. Two main components are illuminated qualitatively: the role of the competent supervisor and the supervision process. Each component is highlighted by the intentionality of the supervisor to integrate cultural discussions in supervision.

**Professional Development and Growth**

The literature indicates that the process of supervision leads to professional growth and positive working alliance (Cohen, 2004). This study is consistent with the previous statement where data sustains that the supervision process, interaction with the supervisor, and case conceptualization procedures facilitate the supervisees’ professional growth. Manuel indicated that he starts at a very basic level to assess the needs of the student. “I start very basic when they get to the internship, I’m looking at how are they developing.” Development and growth are part of a continuum process occurring throughout the supervision process. Everything implemented by the supervisor in session is purposefully designed to develop competencies in the supervisee.

Previous research does not provide enough evidence about what the actual process and practice of conducting a supervisory session that integrates effective multicultural issues looks like (Christiansen et al., 2011). This study has provided detailed information about the process occurring within the supervision session. Beginning with establishing a strong supervisory relationship to build trust and rapport, continuing to be assessing the supervisees developmental needs and cultural readiness, asking difficult questions, using videos and case reviews to look for cultural integrations, and implementing self-introspection to address any biases.
Self-Introspection and Self-reflection

Participants in this study identified the theme of self-introspection and self-reflection as vital factors to promote and increase multicultural competence. Although the literature does not provide information in regard to this topic, this study indicates that its practice in supervision is beneficial. Participants who are implementing this practice report development and growth in their supervisees. Trevor uses this method after every supervision session and reports has been beneficial. By using introspection, supervisors are able to help supervisees explore their own biases, uncomfortable feelings, personal or professional challenges, and address those in supervision to overcome them and promote growth.

The Practice of Multicultural Supervision

A vast number of studies discuss that a supervision process that deliberately encourages the exploration of multicultural issues promotes supervisees’ growth and cultural competencies (Ancis & Ladany, 2011; Inman & DeBoer Kreider, 2013; Killian, 2001; Ladany et al., 1999). This study supports this discussion when participants identified that when supervisors intentionally integrate cultural discussions in supervision though self-introspection, direct questioning, case conceptualization and modeling, supervisees develop multicultural competencies throughout the supervision process. Inman and DeBoer Kreider (2013) indicates that it is the supervisor’s responsibility to comprehend and facilitate a supervisee’s understanding of the cultural interactions in the therapeutic process. Participants discussed that supervisors are responsible for teaching cultural awareness and demonstrating cultural humility in order to promote multicultural sensitivity in supervisees.

Vereen et al. (2008) recommend that counselor education programs need to provide training on how to better conduct clinical supervision that addresses multicultural issues
effectively. This study provides several recommendations to be implemented in educational programs as well as continuing education provider’s program to effectively and competently address cultural issues in counseling supervision. Participants indicated that education and training needs continue beyond licensure and require post-licensure training in multicultural issues at least every two years. Other specific strategies are discussed further in this chapter under the implications for counseling education and supervision.

**Education and Training**

The literature has discussed previously how supervisors should facilitate multicultural competence by providing education on specific cultural issues and how those influence clients presenting issues (Soheilian et al., 2014). This is a subject that needs to be first addressed in graduate courses. This study discussed the fact that education is lacking formal practical training about culture and its influence on clients and supervisors from a holistic approach. In the review of the literature, a roadblock was presented addressing the lack of clarity within the CACREP standards about how specific training to work with multicultural populations (Kissil, Davey, & Davey, 2013; Torres-Rivera et al., 2001). This study provides several recommendations to make such training more specific.

The review of the literature in Chapter Two ended with a statement from Bieschke et al. (2009), urging the field of counselor education and supervision with the phrase, “Stop talking about the competencies and start using them.” The data emerged from this study is the practical and active response to that statement. Participants in this study have been actively using ethical and effective competencies intentionally. This research is the evidence that counselor educators and supervisors in the field overcome normal anxieties and discomforts of addressing difficult topics to provide the best multicultural practices. They model to their supervisees the
appropriate manner in which to integrate and address multicultural issues within the session and have provided several practical examples of positive multicultural supervision.

**Implications for the Practice of Counselor Education and Supervision**

There are several implications of this study, but one is the process within the supervision session. First is the impact that various professional and personal characteristics of supervisors have in the supervision session and process. The characteristics of the first component of the model present the essential fundamental influence of the supervisory relationship and supervisor’s responsibility in the action, process, and interaction within the supervision session. Second is the development of the supervisee throughout the supervision process, and third the development of formal education and training programs that address the topic of multiculturalism from a practical standpoint.

Beginning with the supervision session, the session and process must begin with the intentional connection of building trust between the supervisor and the supervisee in the supervisory relationship. Through this relationship, both supervisor and supervisee can develop a relationship of mutual trust to feel safe to address cultural topics. Nonetheless, the integration of multicultural topics must be intentional and be a part of the regular practice of the supervision session.

Although supervisors are responsible for developing multicultural competencies and integrating such discussions, it is also the responsibility of the supervisee. The supervisee must take ownership of his or her own professional development and growth developing all necessary competencies according to CACREP, the ACA Code of Ethics, and competencies required by state licensures. Thus, the continued knowledge and understanding of cultural topics must be
addressed by the supervisee as well. Furthermore, the continued knowledge of cultural topics must be pursued to after supervision has been completed unto post-licensure stage.

**Education and Training Programs**

One major implication that is study is revealing is in the area of *Education and Training*. Graduate level programs have the responsibility to educate and prepare students in all competencies, including multicultural competencies. Nonetheless, the literature indicates that there are deficiencies in this area. This study provides practical and current data to inform graduate programs about developing master’s level courses that provide multicultural counseling classes that integrate practical methods of teaching. Some of these methods are immersion projects where supervisees could be assigned to provide counseling in areas or community agencies that are culturally diverse.

Practicum and internship programs could be purposefully designed to have supervisory dyads from different cultures. Multiculturalism can be taught via a myriad of methods beyond the typical conceptual/theoretical approach of learning about different cultures from a textbook that provides surface information to designing courses that provide a variety of teaching/learning methods in a practical manner.

Master’s level programs should all include a course specifically addressing formal academic training in supervision theories and practice that integrates a multicultural component as part of the training. An implication that is related to leadership and advocacy is associated with engaging in discussions of program development with state boards. State boards and academic programs need to inform each other about current issues, practices, and requirements. More clarity is needed in regard to the supervision requirements from the state in terms of practices of supervision.
Lastly, in order to remain competent in every area of counseling, state boards require continuing education credits. Some boards require specific core areas and others are less specific. It is important to promote uniformity among state licensure boards in regard to the multicultural competencies, not only at a practitioner level, but also at a supervisory level. The value of this implication is best described by Mindy in the following statement: “The board gives us a big responsibility and that’s to make sure that people are out there doing the best work possible.”

It is our responsibility as counselors, counselor educators, and supervisors to provide the best level of care in all core areas. Hence, informing the field of counselor education and supervision requires to inform professional organizations, state boards, and academic programs to have access to this data in order to make appropriate changes to develop professionals that are multicultural competent.

**Limitations**

Three potential limitations were identified in this study: research biases, researcher limited experience, and the breadth of the topic’s scope.

**Researcher Biases**

The researcher reduced her personal biases about culture by engaging in a process of bracketing, using memos and remaining objective about her culture, topic, and sample, not interfering or influencing the participants with her own views or experiences with cultural topics, and by consulting with the dissertation chair of this dissertation. The researcher chose a sample that was culturally diverse in order to eliminate any biases. During the interviews, the researcher did not share her personal perspectives or opinions. She strictly adhered to the participants’
responses. During her regular meetings with her dissertation supervisor, she demonstrated objectivity by addressing all cultures, and not only her own.

Another strategy implemented by the researcher to eliminate or reduce any possible biases was the process of memoing. Throughout the process of conducting the study, this researcher recorded her experiences, findings, and reflections. Corbin & Strauss (2008) recommend memoing to help facilitate and record the analysis procedures. This researcher gained insight into her objectivity to find data that would inform the current literature rather than operate from a personal interest. After each interview, participants shared that the interview had helped them become more aware of the importance of practicing counseling supervision within the context of a cultural lens. All participants thanked the researcher for conducting this study and for allowing them the opportunity to be a positive voice to the competent practice of multicultural supervision. All of them discussed how much they enjoyed the discussion from the interview.

**Researcher Limited Experience**

In order to reduce any limitations, the researcher completed a course on qualitative research and read several textbooks on qualitative research and grounded theory. She was frequently in communication with her dissertation supervisor, consulting, and working under her supervision. The researcher had weekly meetings with the supervisor to consult and ensure every procedure was being followed according to the standards of the research design. During the process of selective coding of data analysis, the dissertation supervisor directly supervised the process to ensure the coding was conducted accurately. The dissertation supervisor also reviewed the final model emerging from the data to ensure there was no misinterpretation of data.
Scope of Topic

One limitation of this research is that it is a broad topic. However, this study was specifically looking at the positive practice of multicultural supervision and the effective integration of cultural topics. The themes emerging from this study resolve the broad issue by bringing light into three areas of multicultural supervision. The quality of the data was rich in providing specific information about how supervisors conducted a supervision session that is multiculturally competent. Other areas of discovery were the process of supervision from the standpoint of professional development and growth of the supervisee. The last main piece of data was in regard to the influence and impact of education and training throughout the process of education, supervision, and post-licensure training.

Evidence of Quality

The following discussion presents how this study followed procedures to assure accuracy of the data. This study followed the procedures indicated in the methodology section closely. To maximize triangulation and trustworthiness, this study utilized three procedures: individual interviews, focus group, and surveys. After IRB approved the study, this researcher proceeded to recruit participants for the focus group, individual interviews, and survey. Consistent with the gold-standard sample recommended by Hays and Singh (2011), the sample of this study was of 14 participants. To overcome the limitations described above, trustworthiness and rigor followed by using member checking, credibility, dependability, and confirmability.

Member checking is a tool to enhance trustworthiness and an indication of validity (Bloomberg & Volpe, 2016). This researcher sent an email with the pictorial image of the Model for Competent Multicultural Counseling Supervisor and the summary of the findings to all participants (Bloomberg & Volpe, 2016; Hays & Singh, 2011, p. 4). Participants were asked to
review the information provided to identify if their responses were represented accurately and respond with any feedback or additional contributions to the data. If the information provided was to their approval, there was no further action required on their part. A copy of the member checking letter is included in Appendix H. Three participants responded to congratulate the researcher on the results of the interview, indicating how much they liked and approved of the summary of findings and pictorial image. Julia wrote, “Thanks for sending this out. I am absolutely floored how beautiful this came out. The diagram is phenomenal!! Grounded theory is just absolutely spectacular. Excellent work. So proud of you. This is an absolute art and important topic you have done.” Teresa wrote, “This is so exciting!! Looks good to me and the pic of the model is fantastic!!!” Peter responded by writing, “Thank you for sharing the results of your study. Your results are remarkable and meaningful. I don’t have any feedback than to say, beyond proud of you and thankful for the opportunity to accompany you on this momentous journey.”

In regard to credibility, participants expressed that the researcher’s portrayal of their responses, recommendations and perceptions were congruent with what they communicated (Bloomberg & Volpe, 2016). Dependability was conducted under the supervision of the dissertation supervisor. Since this study did not have a research team, this researcher followed all procedures closely under the constant supervision of the dissertation chair. This researcher sent the dissertation chair all the codes to be reviewed and confirmed. The dissertation chair was physically present during the process of selective coding supervising every step of the process (Haynes & Singh, 2016; McLeod, 2011).

To ensure confirmability and prevent interference, this researcher followed the process of “listening to the data” to adhere strictly to the data resulting from the emerging themes and
reported the data directly from transcripts (Haynes & Singh, 2016). This was a processed witnessed and supervised by the dissertation supervisor. The personal motivation of this researcher was a significant strength in conducting the study since she adhered strictly to the data to maximize the quality and rigor of the methodology. Her motivation was to discover what the data informed and not to influence the data with her own biases.

**Recommendations for Further Study**

At least four recommendations for further study are identified. First, it would be important to explore and measure the supervisee’s developmental growth resulting from a supervision process that is multiculturally competent. Assessing the supervisees’ developmental level when they enter supervision when they graduate from their master’s degree and measuring their growth and competencies at the end of the supervision process, up until completing licensure requirements, would provide evidence to support the efficacy of multicultural practices in supervision.

A second recommendation would be to compare students’ multicultural competency from two different academic programs: one standard program that only includes theoretical approaches to multicultural counseling and one that integrates immersion projects that promotes multicultural competencies throughout their academic education. Both studies have the potential to inform academic programs in order to promote practical multicultural competencies in supervision. Third, it would be interesting to explore what additional professional and personal characteristics supervisors identify that contribute to the competent practice of multicultural supervision. Fourth and last, conducting a qualitative research with phenomenology among supervisees who have experienced competent multicultural supervision would add to the
discourse of the literature by finding out what additional practices are identified to the overall multicultural competency within the supervision process.

**Researcher’s Reflections**

This role of the researcher was identified in chapter one as instrumental for grounded theory. Creswell (2009) indicates the researcher is a key instrument to a grounded theory study since it is his or her primary responsibility to collect data by interviewing participants, interpret the data, and observe the participants behaviors. At the beginning of this study, one member of the dissertation committee asked me if I had any expectations in regard to the findings of the study. At that moment my response was that not only I did not have a specific expectation, but also a fear that the literature would be supported with one more study stating that indeed multicultural competent supervision is deficient and in need to implement competent practices.

The data collection began with a focus group interview. The interview process was so dynamic among participants that I found myself excited and pleasantly surprised to see that what I identified as a need was also in the minds of the participants, and they were more than eager to share their experiences and contributions to the field of counselor education and supervision with factual information gathered from their daily practice of multicultural supervision. As the data collection continued, every participant expressed excitement, enthusiasm, interest, and genuine desire to contribute to this study.

All participants thanked me for inviting them to participate in the study and for choosing this topic to research and inform the field about what actually happens within a supervisory session that is conducted in a competent and intentional manner. As a researcher, I was immersed in the process of the study to the point that it was the only subject in my mind and
conversations. My nights were saturated with dreams about the data and study while my days were filled with excitement to find out what else would emerge from the data.

Conducting this study has become more than an academic task; it has become the core motivation of my professional development in this stage of the doctoral journey. This study began with the motivation to find data that would inform the literature from a positive perspective; nonetheless, it has become the professional driving force to join the discourse of the field of counselor education and supervision to equip counselors for the competent practice of multicultural counseling supervision.

Conclusion

Through the course of this study and the analysis of themes emerged, evidence has provided a scholarly discourse that uncovers the underlying behaviors and processes occurring in a counseling supervision session that is multiculturally competent. This chapter provided a summary of the findings, a comparison of the findings with the current literature, limitations, and recommendations. The results of this study provide significant evidence of how positive integration of multicultural discussions in counseling supervision can be conducted and conceptualized in order to provide a holistic and comprehensive approach to multicultural competence in supervision.

Most importantly the relevance of this study provides encouragement that indeed there are several counselor educators and supervisors that are practicing competent multicultural supervision through the intentional integration of cultural discussions. The key to continuing to practice in a competent manner is to overcome any negative affective responses or self-efficacy issues and take the courage to integrate multicultural discussion in an intentional manner. It is our responsibility before state licensing boards, professional organizations and our clients to
provide the best and most competent level of care. Competent multicultural supervision provides
the strategies to promote change and growth from us to our supervisees, and from our
supervisees to our clients. The task begins with academic education, continues with supervision,
and persists beyond post-licensure. The practice of competent multicultural counseling
supervision is a task that transcends ethnicity, race, cultures, and sub-cultures; it appeals to the
value of humankind beyond all barriers.
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Appendix A

Interview Questions Protocol

1. What do you consider to be the components of "good practice" in counseling supervision? Do you follow any protocol for conducting your supervisory session?

2. How do you conceptualize the practice of multicultural counseling supervision?

3. What do you think influences positive multicultural competency in supervision?

4. What do you think about the integration of multicultural discussions in supervision?

5. How do you feel about integrating multicultural topics in the supervisory session?

6. Give some examples of cultural discussions/topics that have come up in your supervisory sessions.

7. How do you facilitate the conceptualization of cultural considerations in case review with your supervisees?

8. What barriers exist (if any) in integrating multicultural topics or discussions in your supervision session? If no barriers, what facilitates such discussions?

9. What process or protocol do you follow to integrate cultural discussions in supervision? -or- How do you integrate cultural discussions in supervision? If you don’t, explain the factors that contribute to not integrating such topics.

10. How do you think counseling students should learn (or how they should be trained) about multicultural counseling and supervision?
Appendix B

Participant Questionnaire

Date:  Pseudonym (to be completed by researcher): ____________________________

Gender: Male _____ Female _____ Other _____

Age Range: 25-35  35-45  45-55  55-65  70+

Ethnicity

A. African American/Black  B. First Nations/Inuit/American Indian/Alaskan Native
C. Caucasian  D. Hispanic/Latino  E. Other:

School Attended – Program – Highest level of education. What Year did you graduate? _____

Please list specialty and licenses:_____________________________________________________

Years in practice _______ How long have been____________________? (Educator; Supervisor)

Have you had an academic course on Supervision? Yes___ No____

Do you obtain CEU’s on Supervision on a regular basis? Yes___ No____

Geographical area of practice:_____________________________________________________

Practice setting (private practice, community mental health agency, school, etc.):

How many supervisees do you average in a year?

Mention what are the various cultural backgrounds/social dimensions of your supervisees?

May I contact you for follow up? Circle one: Yes No  How do you want to be contacted?

Phone, Email, Other (Please specify)

Please provide any additional information you would like for me to know about you.
Appendix C

Recruitment Letter

Date of Recruitment Letter
[Recipient’s Name]
[Recipient’s Title]
[Recipient’s Address 1]
[Recipient’s Address 2]

Dear Recipient:

As a graduate student at Liberty University in Lynchburg, Virginia, in the Department of Counselor Education & Family Studies, I am conducting my dissertation research study on the Counseling supervisors’ integration of multicultural topics in counseling supervision. You have been identified by ___________________________ (name of participant, institution, organization that recommended them through snowballing) as a licensed professional counselor, counseling educator, and/or supervisor and someone who may be able to provide some insight into how the profession of counseling conceptualizes multicultural competence within the supervisory session.

The purpose of this research is to provide an explanation of the factors that occur during the counseling supervision session that may contribute to supervisors avoiding or integrating a discussion of multicultural topics in the supervisory session. The data obtained will provide information to positively influence the practice and training of multicultural counseling and increase competence in counseling supervision. I am writing to invite you to participate in my study. I would value and appreciate an opportunity to meet and discuss this topic with you in person or via Skype/WebEx.

If you are 25 years old or older, are a licensed professional counselor supervisor, counselor educator, or advanced clinical supervisor and are willing to participate, you will be asked to meet with me for an individual interview, participate in a focus group, or respond to a survey. Individual interviews will be conducted in approximately 45-60 minutes as well as focus group interviews. Surveys can be completed in approximately 15 to 20 minutes. All participants will also be asked to respond to a demographic questionnaire that can be completed in approximately 5 to 10 minutes.

To participate, please sign the attached consent document, complete the attached demographic questionnaire and send the documents to zdavila2@liberty.edu to schedule an interview. Please include the date and time that would best suit your schedule in your email. The attached consent document contains additional information about my research. If you choose to participate, you will receive a $25 gift certificate for Starbucks in compensation for your participation in this study.

Cordially,

Zorice Davila, LMHC, LPC-S
Doctoral Candidate
Department of Counselor Education and Family Studies
2724 Amber Drive South
Fort Worth, TX 76133
Appendix D

Informed Consent

Integrating Multicultural Discussions in Counseling Supervision: A Grounded Theory Study
Zoricelis Davila, MA, LMHC, LPC-S
Ph.D. Student in the Counselor Education and Supervision
Liberty University
Department of Counselor Education & Family Studies

You are invited to participate in a qualitative research study designed to investigate how counselor educators and supervisors conceptualize their counseling supervision sessions. You were selected as a possible participant because you are a counselor educator, licensed professional counselor approved supervisor, and/or approved clinical supervisor, are actively practicing in the field of counselor education and supervision, and you are 25 years of age or older. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

Zoricelis Davila, MA, LMHC, LPC-S is the principal researcher. She is a doctoral student in the Department of Counselor Education & Family Studies at Liberty University (LU). The study is part of the dissertation and final requirement to complete the degree of Doctor of Philosophy in Counselor Education and Supervision. The study is being supervised by Dr. Joy Mwendwa who is the Chair of the dissertation committee for this study and a faculty member in the Department of Community Care and Counseling at Liberty University.

Background Information: Demographics in the USA have faced a significant change over the past decades, which has intensified the need for counselors to attend to cultural issues in their therapeutic work (Inman & Ladany, 2014). The number of individuals and families from diverse cultural backgrounds that seek counseling and psychotherapy has escalated in the past ten years (Inman & Ladany, 2014). Consequently, this has resulted in a significant increase of counselors/supervisees and supervisors from diverse cultural backgrounds which leads to a greater need for multicultural competency in the supervision process (Tohidian & Quek, 2017).

The aim of this study is to address the gap in the literature by developing a conceptual model of how the counseling supervision session integrates or neglects to integrate discussions about multicultural topics. I seek to know how counseling supervisors conceptualize the practice of multicultural counseling supervision in counseling supervision sessions. Other questions in this study are to investigate what influences positive multicultural competency and how the conceptualization of multicultural counseling supervision sessions influences multicultural competency training.

Procedures: If you agree to be in this study, ALL participants will be asked to respond to an initial demographic questionnaire that can be completed in approximately 5 to 10 minutes. Then, you will be asked to participate in ONE of the following procedures:

Individual Interview Participants:
• Agree to a 45-60 minute interview in a suitable location to discuss the dynamics of your supervisory sessions. Note that the interview will be audio taped and transcribed.

Focus Group Participants:

• Agree to a 45-60 minute interview in a group format via WebEx to discuss the dynamics of your supervisory sessions and feedback about the topic of integrating multicultural discussions in counseling supervision.

Survey Participants:

• Agree to respond to a survey of questions addressing your experience and feedback in regard to the topic of multicultural supervision and the integration of multicultural topics in counseling supervision. The estimated time to complete the survey will be approximately 15 to 20 minutes.

Risks and Benefits of being in the Study: The risks involved in this study are minimal, no more than you would encounter in everyday life. I ask that you only disclose information about your supervisory sessions that you feel comfortable with.

Participants should not expect to receive a direct benefit from participating in this research. I hope that the findings of this study will serve to enhance the impact of the field of multicultural counseling training and supervision, as well as clarify current issues surrounding the conceptualization of multicultural supervision.

Compensation: Participants will be compensated for participating in this study. Participants will receive a $25 gift card from Starbucks upon completion of the study procedures.

Confidentiality: The records of this study will be kept private. In any sort of narrative I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. I may share the data I collect from you for use in future research studies or with other researchers; if I share the data that I collect about you, I will remove any information that could identify you before I share it.

• Your information will be protected by assigning a pseudonym to all participants and prevent any identification. I will conduct all the interviews in my private practice office where no one can overhear the conversation. When conducting the interviews via Webex or Video Software, I will use headphones to keep the privacy of the conversation. A statement describing procedures taken to protect the privacy of the participant(s).

• Data will be secured in a password-locked computer. Signed informed consents will be stored in a locked filing cabinet in a triple lock system in my private office. I will have a codebook to store all data electronically with names and pseudonyms. The codebook will be stored electronically in a password-locked computer. I will be the only person to have
access to the codebook. The list will not be stored with the data. After three years, all records including electronic records will be deleted using a personal and private shredder.

- I will personally record and transcribe all the interviews. All recordings will be maintained in my personal computer and secured with a password to which no one else has access. Recordings will not be used for educational purposes. Recordings will be stored on a password locked computer for three years and then erased. Only the researcher will have access to these recordings.
- Limits of confidentiality: I cannot assure participants that other members of the focus group will not share what was discussed with persons outside of the group. However, confidentiality will be addressed, and participants will be reminded of the need to maintain it at the beginning and at the end of the focus group interview.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you, apart from focus group data, will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Contacts and Questions: The researcher conducting this study is Zoricelis Davila, LMHC, LPC-S. You may ask any question[s] you have at any time. If you have questions later, you are encouraged to contact her at zdavila2@liberty.edu. You may also contact the researcher’s faculty chair, Dr. Joy Mwendwa, at jmmaweu@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Institutional Review Board, 1971 University Blvd, Green Hall 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

The researcher has my permission to audio-record me as part of my participation in this study.

____________________  ________________
Signature of Participant Date

____________________  ________________
Signature of Researcher Date
Appendix E

IRB Approval Letter

LIBERTY UNIVERSITY
INSTITUTIONAL REVIEW BOARD

January 18, 2019

Zoricelis Davila, LMHC, LPC-S
IRB Approval 3617.011819: Integrating Multicultural Discussions in Counseling Supervision: A Grounded Theory Study

Dear Zoricelis Davila, LMHC, LPC-S,

We are pleased to inform you that your study has been approved by the Liberty University IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Your study falls under the expedited review category (45 CFR 46.110), which is applicable to specific, minimal risk studies and minor changes to approved studies for the following reason(s):

6. Collection of data from voice, video, digital, or image recordings made for research purposes.

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

Liberty University | Training Champions for Christ since 1971
Appendix F

Focus Group Questions

1. What do you consider to be the components of "good practice" in counseling supervision?

2. How do you conceptualize the practice of multicultural counseling supervision?

3. What influences positive multicultural competency in supervision?

4. What do you think about the integration of multicultural discussions in supervision?

5. How do you feel about integrating multicultural topics in the supervisory session?

6. What process do you recommend should be followed to integrate multicultural topics in the supervision session effectively?

7. What do you think about how counseling and supervision training addresses the integration of cultural discussions in the supervision session?

8. Is there anything else you would like to say about the integration of multicultural topics in supervision?
Appendix G

Survey Questions

1. How do you conceptualize the practice of multicultural supervision?

2. What do you think influences positive multicultural competency in supervision?

3. What do you think about the integration of multicultural discussions in supervision?

4. How do you feel about integrating multicultural topics in the supervisory session?

5. How have you experienced multicultural conversations in supervision?
   a. What did your supervisor do well?
   b. How were cultural topics addressed?

6. Was there a protocol followed in the supervision session to address multicultural topics?

7. What supervisory interventions (e.g. what supervisors say and do) were implemented or perceived as pertinent and culturally sensitive by supervisees?

8. How did your supervisor facilitate the conceptualization of cultural considerations in case review with your supervisor?

9. Where there any barriers in integrating multicultural topics or discussions in your supervision session? If no barriers, What facilitated such discussions?

10. How do you think counseling students and supervisors should learn (or how they should be trained) about multicultural counseling and supervision?
Appendix H

Member Checking Letter

Dear Participant,

Thank you for your time and willingness to participate in my dissertation study several weeks ago. As part of the process to ensure the study’s reliability and validity (trustworthiness), a procedure called member checking must be followed. To comply with such, I am enclosing a summary of the findings resulting from our interview, focus group, and/or survey. You will also find a pictorial image of A Model for Competent Multicultural Counseling Supervision representing the results of our data.

Please review the attached document to see if I have represented your contributions well. If I have, no further action is required on your part. If you would like to provide any feedback or additional contributions, feel free to send me an email with your comments. Once again, thank you for your participation, support, and contribution to this phase in my academic journey. May God continue to bless you and use you in this beautiful profession/ministry of Counselor Education and Supervision.

Respectfully,

Zoricelis Davila, LMCH, LPC-S
## Appendix I

### Audit Trail Chart

<table>
<thead>
<tr>
<th>Dates</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2018</td>
<td>Identification of research problem</td>
</tr>
<tr>
<td>June 1 – Aug 24</td>
<td>Review of the literature and preparation of proposal</td>
</tr>
<tr>
<td>Aug 24 – November 30, 2018</td>
<td>Revisions and edits to literature review and research proposal</td>
</tr>
<tr>
<td>12/3/18</td>
<td>Research proposal defended</td>
</tr>
<tr>
<td>12/10/19</td>
<td>IRB Application submitted with research proposal</td>
</tr>
<tr>
<td>1/18/19</td>
<td>IRB approval received</td>
</tr>
<tr>
<td>1/19/19</td>
<td>Sample Selection</td>
</tr>
<tr>
<td>1/21/19</td>
<td>Recruitment Letters Sent</td>
</tr>
<tr>
<td>1/23/19</td>
<td>Surveys sent</td>
</tr>
<tr>
<td>1/24/19</td>
<td>Interview to participant with pseudonym Mindy conducted</td>
</tr>
<tr>
<td></td>
<td>Transcription completed on the same day</td>
</tr>
<tr>
<td>1/28/19</td>
<td>Focus Group interview conducted with Participants pseudonyms, Julia, Cecilia, Gayla, and Wilma. Transcription completed on the same day</td>
</tr>
<tr>
<td>2/7/19</td>
<td>Interview to participant with pseudonym Teresa conducted</td>
</tr>
<tr>
<td></td>
<td>Transcription completed on the same day</td>
</tr>
<tr>
<td>2/8/19</td>
<td>Interview to participant with pseudonym Trevor conducted</td>
</tr>
<tr>
<td></td>
<td>Transcription completed on the same day</td>
</tr>
<tr>
<td>2/18/19</td>
<td>Interview to participant with pseudonym Manuel conducted</td>
</tr>
<tr>
<td></td>
<td>Transcription completed on the same day</td>
</tr>
<tr>
<td>2/25/19</td>
<td>Interview to participant with pseudonym Fred conducted</td>
</tr>
<tr>
<td></td>
<td>Transcription completed on the same day</td>
</tr>
<tr>
<td>2/25/19</td>
<td>Coding book with pseudonyms created</td>
</tr>
<tr>
<td>2/26/19</td>
<td>Data Analysis Process Began</td>
</tr>
<tr>
<td>2/26/19-3/1/19</td>
<td>Open coding</td>
</tr>
<tr>
<td>3/4/19-3/11/19</td>
<td>Axial coding</td>
</tr>
<tr>
<td>3/11/19-3/22/19</td>
<td>Selective coding; interpretation of findings and preparation of model</td>
</tr>
<tr>
<td>3/23/19-3/25/19</td>
<td>Wrote Findings</td>
</tr>
<tr>
<td>3/26/19-3/28/19</td>
<td>Wrote Discussion</td>
</tr>
<tr>
<td>3/29/19-4/1/19</td>
<td>Edit and review manuscript</td>
</tr>
<tr>
<td>4/3/19</td>
<td>Member checking letters sent</td>
</tr>
<tr>
<td>4/3/19 to 4/7/19</td>
<td>Member checking responses received</td>
</tr>
<tr>
<td>4/7/19</td>
<td>Finalize writing, editing, and review of manuscript</td>
</tr>
<tr>
<td>4/7/19</td>
<td>Manuscript submitted to dissertation supervisor</td>
</tr>
</tbody>
</table>