

Preparing the Next Generation for the 'Other Real World': A Culturally-Celebratory, Competency-based Approach to Clinical Supervision

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Workshop Description

The purpose of this six hour training is to examine a diversity of evidence-based approaches to conduct multicultural supervision. The training includes models, applications and interventions applicable to a wide variety of training situations in which social justice and multiculturalism are central. The Guidelines for Clinical Supervision in Health Service Psychology are also core principles for discussing various aspects of the supervisor role, including ethics, relationship building, addressing issues in competence and development, and assessment, evaluation, and feedback. Participants will also have the opportunity to discuss important topics such as intersectionality, cultural humility, and mentoring as a foundational practice in multicultural supervision.

Learning Objectives

- Participants will be able to describe three key elements of multicultural supervision
- Participants will be able to define cultural humility
- Participants will be able to define intersectionality
- Participants will be able to identify at least two behaviors that strengthen the supervisory relationship in multicultural supervision
- Participants will be able to discuss at least two common ethical issues that occur in multicultural supervision.

Workshop Schedule:

8:30am	Welcome, Administrative Details, and Learning Goals
8:40am	What is Multiculturalism? What is Supervision? How are They Connected?
9:00am	Supervision Competence and Metacompetence
9:30am	Models of Multicultural Supervision and Diversity-Focused Supervision
10:15am	15 Minute Break
10:30am	Cultural Considerations in the Multicultural Supervision
11:30am	Lunch
12:30pm	Mentoring and Professional Development from a Cultural Framework
1:45pm	Assessment and Learning Activities in Multicultural Supervision

2:00pm	15 Minute Break
2:15pm	Evaluation, Contracts, and Feedback=3
2:30pm	Addressing Problems in Professional Competence
2:50pm	Ethical and Regulatory Considerations
3:20pm	Wrap Up and Next Steps
4:00pm	End

Presenters Information

Jeanne Manese, PhD, is Director of the Counseling Center at the University of California, Irvine. She earned her B.A in psychology from the University of California, Irvine and also completed a masters degree in Education (M.Ed.) from Harvard University. Dr. Manese received her PhD from the University of Maryland, College Park with a specialization in Counseling Psychology. Dr. Manese currently oversees the administrative management of over 40 multidisciplinary professional staff including licensed psychologists, psychiatrists, and social workers as well as approximately 45 volunteer student staff. She is responsible for the mental health service delivery to approximately 36,000 students and also teaches a fieldwork course for undergraduate students interested in careers in psychology and public health. She is currently conducting research and implementing programs focused on strength based interventions to improve college transitions and enhance retention at the university level. Dr. Manese has published numerous articles and chapters related to training, supervision, and practice with a focus on multicultural competency and social justice. She was among the principle co-investigators for three year \$6.9 million state funded mental health grant (CaLMHSA-SMHI) aimed at stigma reduction, suicide prevention and peer to peer support interventions. Included in her work in higher education and mental health, Dr. Manese has practiced psychology internationally sailing around the world with the Semester at Sea program. She has also worked in Veteran Administration Medical Center settings, private practice, and maintains a consultation practice. Dr. Manese achieved the distinction of Fellow in the American Psychological Association (APA Division 17 and 45) and the Asian American Psychological Association. She has been honored by the Association of Counseling Center Training Agencies (ACCTA) and the Association of Psychology Postdoctoral and Internship Centers (APPIC) for her multicultural competency training.

Theodore Burnes, Ph.D., is the director of training and education and a staff psychologist for the Los Angeles Gender Center. He is an affiliate faculty member at Antioch University, Los Angeles, where he teaches courses in sexuality, community psychology, and psychological research. He is also a facilitator of continuing education program for the Los Angeles Department of Mental Health in the areas of law and ethics and clinical supervision. Dr. Burnes received his Ph.D. in counseling/clinical/school psychology at the University of California, Santa Barbara. He is currently a consultant on various projects in both private and public sectors, consulting on projects related to employee effectiveness and organizational health. Dr. Burnes has professional interests in the areas of: social justice and development of advocate identities; sex-positivity and sexual expression; adolescent and young adult development; organizational health and quality assurance; psychological consultation.

Resources: Multiculturalism & Supervision

(a) How culture impacts supervision

- Burkard, A.W., Johnson, A.J., Madson, M.B., Pruitt, N.T., Contreras-Tadych, D.A., Kozlowski, J.M., Hess, S.A., Knox, S. (2008). Supervisor cultural responsiveness and unresponsiveness in cross-cultural supervision. *Journal of Counseling Psychology, 53*(3), 288-301. doi: [10.1037/0022-0167.53.3.288](https://doi.org/10.1037/0022-0167.53.3.288)
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- Falender, C. A., Shafranske, E. P., & Falicov, C. J. (2014). *Multiculturalism and diversity in clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.
- Fouad, N., A., Grus, C. L., Hatcher, R. L., Kaslow, N. J., Hutchings, P. S., Madson, M. B., Collins, F. L., & Crossman, R. E. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology, Special issue: Establishing and Assessing Core Competencies in Professional Psychology: A Call to Action, 3*(4), S5-S26.
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- Hernández, P. (2008). The cultural context model in clinical supervision. *Training and Education in Professional Psychology, 2*(1), 10-17. doi: [10.1037/1931-3918.2.1.10](https://doi.org/10.1037/1931-3918.2.1.10)
- Vargas, L. A. Porter, N., & Falender, C.A. (2008). Supervision, Cultural, and Context. In: C.A. Falender & E.P. Shafranske (Eds.), *Casebook for clinical supervision: A competency-based approach* (121-136). Washington, DC: American Psychological Association
- Vasquez, M. J. T. (2007). Sometimes a taco is just a taco! In J. E. Barnett, A. E. Lazarus, M. J. T. Vasquez, O. Moorehead-Slaughter, & W. B. Johnson (Eds.), *Boundary issues and multiple relationships: Fantasy and reality. Professional Psychology: Research and Practice, 38*, 401-410.
- Westefeld, J.S. & Rasmussen, W. (2013). The Importance and Interaction of Competency Benchmarks and Multiculturalism. *Counseling Psychologist, 41*(1), 110-120. doi: 10.1177/0011000012453945.

(b) Supervisor Competencies

- American Psychological Association. (2014). *Guidelines for Clinical Supervision in Health Service Psychology*. Retrieved from <http://apa.org/about/policy/guidelines-supervision.pdf>
- Borders, L. D. (2010). Principles of best practices for clinical supervisor training. In J. R. Culbreth & L. L. Brown (Eds.), *State of the art in clinical supervision*. New York, NY: Routledge.
- Falender, C. A., Cornish, J. A. E., Goodyear, R. K., Hatcher, R., Kaslow, N. J., Leventhal, G., . . . & Grus, C (2004). Defining competencies in psychology supervision: A consensus statement. *Journal of Clinical Psychology, 60*, 771-785.
- Glossoff, H. L., Renfro-Michel, E., & Nagarajan, S. (2016). Ethical Issues Related to the Use of Technology in Clinical Supervision. *Using Technology to Enhance Clinical Supervision, 31*.
- Linchtenberg, J. W., & Goodyear, R. K. (2012). Informal learning, incidental earning, and deliberate continuing education: Preparing psychologists to be effective lifelong learners> In G. J. Neimeyer & J. M. Taylor (Eds.), *Continuing education: Types, roles, and societal impacts* (pp. 71-80). Hauppauge, NY: Nova Science Publishers.
- Vannucci, M. J., Whiteside, D. M., Saigal, S., Nichols, L., & Hileman, S. (2017). Predicting Supervision Outcomes: What is Different about Psychological Assessment Supervision?. *Australian Psychologist, 52*(2), 114-120.

(c) Specific aspects of culture (race, ethnicity, sexual orientation, etc.) & supervision.

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- Hull, C.E., Suarez, E.C., Sells, J.N., & Miller, M.M. Addressing Spiritual Dialogue in Supervision: Comparing Supervisor and Supervisee Perceptions. *Journal of Psychology & Christianity* 32(1), 30-42.
- Luke, M. & Goodrich, K.M. (2013). Investigating the LGBTQ responsive model for supervision of group work. *The Journal for Specialists in Group Work*, 38(2), 121-145, doi: 10.1080/01933922.2013.775207
- Luke, M. & Goodrich, K.M. (2012). LGBTQ Responsive School Counseling Supervision. *Clinical Supervisor* 31(1), 81-102. doi: 10.1080/07325223.2012.672391.
- Malin, N.A. (2000). Evaluating clinical supervision in community homes and teams serving adults with learning disabilities. *Journal of Advanced Nursing*, 31(3), 548-557. doi: 10.1046/j.1365-2648.2000.01309.x
- Mitchell, V. (2009) Developing the therapeutic self: Supervising therapists with lesbian, gay, bisexual, and transgender clients in the 21st century. *Women & Therapy*, 33(1-2), 7-21. doi: 10.1080/02703140903404671
- O'Shaughnessy, T., & Ladany, N. (2017). LGBTQ-affirmative training in clinical settings. In T. R. Burnes & J. L. Stanley (Eds.), *Teaching LGBTQ Psychology: Queering Innovative Pedagogy and Practice* (pp. 165-180). Washington, DC: American Psychological Association.
- Pendry, N. (2012). Race, racism and systemic supervision. *Journal of Family Therapy*, 34(4), 403-418. doi: 10.1111/j.1467-6427.2011.00576.x.
- Porter, N. (2009). Feminist and Multicultural Underpinnings to Supervision: An Overview. *Women & Therapy*, 33(1-2), 1-6. doi: 10.1080/02703140903404622
- Ranrick, S.L. & Landany, N. (2013). The relationship of supervisor and trainee gender match and gender attitude match to supervisory style and the supervisory working alliance. *Counseling and Psychotherapy Research*, 13(2), 138-144.
- Schafer, R., Handal, P., Brawer, P., Ubinger, M. (2011). Training and education in religion/spirituality within APA-accredited clinical psychology programs: 8 Years Later. *Journal of Religion & Health*, 50(2), 232-239. 8p. doi:10.1007/s10943-009-9272

(d) Supervision outcomes related to culture (e.g., is outcome different depending on cultural identities of supervisor, supervisee, or both?)

- Ancis, L. J., & Ladany, N. (2010). *Heuristic model of nonoppressive interpersonal development and multicultural supervision competencies*. Presentation at the meeting of the American Psychological Association, San Diego, CA.
- Constantine, M.G., Warren, A.K., & Miville, M.L. (2005). White racial identity dyadic interactions in supervision: Implications for supervisees' multicultural counseling competence. *Journal of Counseling Psychology*, 52(4), 490-496. doi: [10.1037/0022-0167.52.4.490](https://doi.org/10.1037/0022-0167.52.4.490)
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- Wong, L.C.J., Wong, P.T.P., & Ishiyama, F.I. (2013). What helps and what hinders in cross-cultural clinical supervision: A critical incident study. *Counseling Psychologist*, 41(1), 66-85. doi: 10.1177/0011000012442652

(e) Interventions for clinical supervisors to use with trainee in multicultural work spaces

- Burnes, T. R., & Manese, J. E. (2008). Social justice in an accredited internship in professional psychology: Answering the call. *Journal of Training and Education in Professional Psychology*, 2(3), 176-181.
- Campbell, J. M. (2006). *Essentials of Clinical Supervision*. New York: Wiley.
- Elman, N. S., Illfelder-Kaye, J., & Robiner, W. N. (2005). Professional development: Training for professionalism as a foundation for competent practice in psychology. *Professional Psychology: Research and Practice*, 36(4), 367-375.
- Falender, C. A., & Shafranske, E. P. (2012). *Getting the most out of clinical training and supervision: A guide for practicum students and interns*. Washington, DC: American Psychological Association.
- Singh, A. A., & Chun, K. S. Y. (2010). From "margins to the center": Moving towards a resilience based model of supervision for queer people of color supervisors. *Training and Education in Professional Psychology*, 4, 1, 36-46.

Internet Resources

- Evidence-based practices kit. Integrated treatment for Co-Occurring Disorders: Training Frontline staff: <http://store.samhsa.gov/term/Treatment>
- Substance Abuse Treatment Clinical Supervisors: TAP 21A <http://www.nattc.org/resPubs/tap21/TAP21a.pdf>
- Substance Abuse Counselor Supervision: TIP 52 <http://kap.samhsa.gov/products/manuals/tips/pdf/TIP52.pdf>
- *Section 1387 California Code of Regulations*
- "Supervision Best Practices" www.psychboard.ca.gov
- *Association of Psychology Postdoctoral and Internship Centers (www.appic.org)*
- *California Psychology Internship Centers (www.cpic.net)*