GRADUATE STUDENTS’ EXPERIENCES WITH CROSS CULTURAL SUPERVISION

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WHERE DO YOU CALL HOME?

As you come in, go to www.menti.com and use the code 47 88 31 ❤️
INTRODUCTIONS
TODAY’S FACILITATORS

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NASP Practice Model Foci

Domain 2: Consultation and Collaboration

Domain 8: Diversity in Development and Learning
YOUR TURN!

- Name, pronouns, university, student/not student?
- What brings you here today?

Go to www.menti.com and use the code 47 88 31
WHERE WE’RE GOING

01 INTRODUCTIONS

02 COMMON LANGUAGE

03 CONVERSATION: EXPERIENCES WITH CC SUPERVISION

04 CONSIDERATIONS FOR CC SUPERVISION

05 ROLEPLAY

06 CLOSE (FOR TODAY)
COMMON LANGUAGE FOR THIS CONVERSATION
NORMS (ADAPTED FROM UMD DIFFICULT DIALOGUES, 2022)

DEMOCRATIC
GIVE SPACE, TAKE SPACE. CENTER VOICES INTENTIONALLY.

REFLECTIVE
LISTEN TO UNDERSTAND: MORE ABOUT ONESELF & OTHERS

HONORING
GIVE & RECEIVE GRACE. LEAN INTO ACCOUNTABILITY

RESPECTFUL
TAKE LESSONS, LEAVE NAMES
DEFINITIONS

Culture – values, norms, behaviors, and ways of interpreting others' behavior that are present in a group of individuals (Spencer-Oatey, 2008).

Generational transmission, heterogeneity within group embodiment of cultural values (Matsumoto, 1996).

Cross-cultural supervision – “supervision in which racial, ethnic, and/or cultural differences exist between at least two members of the client-counselor-supervisor triad.” (Estrada et al., 2004)

Guiding perspective in this conversation: identity influences culture, group belonging
Our Identities and Experiences

Intensifiers for students in cross-cultural context - Study from Australia (Winchester-Seeto et al., 2013):

- Language
- Cultural differences in dealing with hierarchy
- Separation from the familiar
- Separation from support
- Other cultural differences
- Stereotypes
- Time (e.g., polychronic v monochronic)
- What happens when the candidate returns home (international students)

Identity centrality & salience (Stryker & Serpe, 1994)

ADDRESSING Model

- Age/Generation
- Disability status (developmental)
- Disability status (acquired)
- Religion/Spirituality
- Ethnicity
- Socioeconomic status
- Sexual orientation
- Indigenous heritage
- National origin
- Gender

Dimensions of identity and related culture would not be limited to just these...
Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

Kimberlé Crenshaw
What comes to your mind when you think about cross-cultural supervision? Use a short sentence to describe your feeling, experience, etc.

What have you experienced as being more/less effective in cross-cultural supervision contexts?

Make sure to leave room for others, particularly student voices, in your groups!
Based on what you have heard today and your experiences, what suggestions or thoughts do you have about effective cross-cultural supervision for graduate students?
CONSIDERATIONS RELATED TO CC SUPERVISION
**SOME POSSIBLY HELPFUL PRACTICES**

**PERSON CENTERED MENTORING MODEL**

Wong et al., 2013

**focus on personal encounters and a caring relationship**

**Interpersonal approach - create a safe and trusting environment and a positive working alliance**

**IDENTITY DEVELOPMENT**

In supervisors and supervisees

**Consider identity salience/centrality**

**Know where we are in our identity development, try to develop more, past the 'encounter' stages**

*RACIAL DEVELOPMENT MODELS IN HANDOUTS*
MODELS OF RACIAL IDENTITY DEV.

*Racial Identity Development, Lawrence & Tatum (1992):*

Pre-encounter (in which BIPOC folx seek to assimilate to and are ideologically identified by ideals of whiteness);

Encounter (experiences which lead BIPOC folx to realize they cannot achieve nor particularly desire whiteness);

Immersion/Emersion (BIPOC folx learn more about their heritage, outside of colonial and oppressive narratives, and surround themselves with artifacts and communities belonging to their racial-ethnic identity; may also feel resentful of all White folx);

Internalization (BIPOC identity solidifies; willing to engage with White folx/other folx of color who are respectful; build coalitions with other racially/ethnically minoritized groups).

Commitment (BIPOC folx feel a sense of commitment to supporting their group and related groups from the effects of racism).

*(Not always a linear process; may visit earlier stages with new encounters)*
### Models of Racial Identity Dev.

<table>
<thead>
<tr>
<th>Contact</th>
<th>Disintegration</th>
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<tbody>
<tr>
<td>- Colorblind mentality</td>
<td>- New experiences with People of Color create dissonance</td>
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<tr>
<td>- Racial differences (when noticed) are not salient</td>
<td>- Racism is real and prevalent</td>
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<tr>
<td>- Claim to be not or non-racist</td>
<td>- Discomfort in new understanding of racial differences</td>
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<tr>
<td>- Limited practical experiences with People of Color</td>
<td>- Feelings of guilt and shame emerge</td>
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<tr>
<th>Reintegration</th>
<th>Pseudo-Independence</th>
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<tr>
<td>- Blame the Victim attitude</td>
<td>- Positive racial identification</td>
</tr>
<tr>
<td>- Racial differences exist because white people are superior to others</td>
<td>- Begins to challenge white supremacy</td>
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<tr>
<td>- Increased dissonance leads to desire to be colorblind again</td>
<td>- Unable to hold white identity and non-racist identity together</td>
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<tr>
<th>Immersion/Emersion</th>
<th>Autonomy</th>
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<td>- Committed to understanding white identity and ways to be anti-racist</td>
<td>- Clear understanding of white identity</td>
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<td>- Builds framework for systemic changes in society and self</td>
<td>- Positive connection to white identity</td>
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<tr>
<td>- Concerned about white peers who hold colorblind mentalities</td>
<td>- Actively pursues social justice</td>
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Helms (1990; 1995). White racial identity development model. This diagram is from depicted in Jones & Smith (2020).

Again, not a linear process!
SOME POSSIBLY HELPFUL PRACTICES

ACKNOWLEDGE HARM & RESTORATION AS REALITIES

**Harm contracts?**
**If you have more power (institutional, interpersonal, ideological), be prepared to listen**
*Self-disclosure
*Boundaries

BE AWARE

**Pay attention to content and reactions (Bussey, 2022)**
**It's OK to not know**
**Who is your accountability partner (and are they willing to be it?)**
Figure 3

Tactics for Identification of Racial Bias
Adapt common supervision models and add a liberatory sense to them: having an understanding of a more liberatory approach to psychotherapy, understanding of power dynamics, transparency & incorporate these into practice. There's actually a call for papers on this very topic...stay tuned, something will hopefully be out soon.
CONSIDER ALTERNATIVE FRAMES

The Psychology of Radical Healing Framework


ROLEPLAY
A supervisee intern has been working at a given school for about 8 months. At an earlier IEP meeting, staff members repeatedly asked the supervisor for a second opinion on the intern’s work. When doing so, they said they “trust the school psychologist more.” The supervisor thinks their supervisee does great work and has mentioned this to other staff multiple times.

Supervisor: How would you address the meeting dynamic with your supervisee?  
Supervisee: How would you bring up this issue if your supervisor doesn't bring it up?

Either the supervisor or supervisee can take the lead here. Think about what identity-based factors might play a role in these conversations. How would you take supervisees' minoritized identities (not limited to age/degree privilege) into account and mention them?

Reflect:
How was identity discussed or addressed?  
What was unsaid but still present, in terms of identity?  
What would you or your partner liked to have talked about more/less?  
What were you comfortable/ uncomfortable to share at that moment?
CLOSE (FOR NOW!)
What was this roleplay experience like for you? Inviting folx to share a few thoughts. What are you thinking and feeling now, after this past 45 mins?
CLOSING: HEAD, HEART, ACTION

**HEAD**
What is something you’re thinking about after today?

**HEART**
How are you feeling?

**ACTION**
What is one thing you want to do after this conversation, related to CC supervision?
THANKS!

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Please feel free to stay in touch/reach out!

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