Multi-Tiered Intensive Supervision: A Culturally-Informed Method of Clinical Supervision

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In this exploratory phenomenological study, the authors researched the experiences of doctoral level supervisors ($N = 5$) who piloted a new supervision approach, Multi-Tiered Intensive Supervision (MTIS). MTIS is a 13-week supervision intervention that involves hierarchical supervisory experiences, which includes clinical supervision with three different professionals. This approach applies an anti-racist framework and merges the components of traditional supervision models, which allows concepts such as knowledge development of multicultural counseling theory, conceptualization of the intersectionality of cultural identities, and enhanced personal self-awareness across each layer of supervision. Five themes were identified: (a) recognition of power, privilege, and oppression; (b) personal impact; (c) deficits in current supervision training and models; (d) supervisory skill development; and (e) impact of MTIS. Implications and recommendations for supervisors, counselor education programs, and researchers are provided.

Keywords: supervision, supervision models, multicultural, anti-racist, culturally informed

By 2044, half of the U.S. population is projected to be from minoritized groups (Colby & Ortman, 2015). A lack of culturally competent providers in the healthcare system is a barrier to care and treat members of diverse ethnic groups (American Psychiatric Association, 2017). In addition to the aforementioned issues, increased complexity in client issues (Benton et al., 2003) requires innovative means to enhance clinical understanding. Consequently, supervisory models for counselors may also need to expand to maintain effectiveness in supervisee training. Hernández and McDowell (2010) recommended that supervisees be open to candidly exploring the structural or social location (gender, race, ethnicity, etc.) versus relational (hierarchy, education, training) differences that may affect the supervisory or counseling relationship. Effective clinical supervisors facilitate the aforementioned exploration in supervisees and encourage critical and reflective questioning of supervisees to foster cross-cultural competence and advocacy (Glosoff & Durham, 2010). Although some supervision models

mention cultural competence, personal growth, and clinical training, there are currently no supervision models that focus on system change, dismantling racist practices, and supervisee development. In the current study, the authors sought to employ a multi-tiered model of intensive supervision with a key focus on isolating supervision toward counselor-trainee relational understanding and skill development for working with culturally and linguistically diverse client populations. The authors sought to answer the research question, What are the supervisory experiences of doctoral supervisors as they implemented the Multi-Tiered Intensive Supervision (MTIS) model? Additionally, the authors explore how implementing the MTIS model can build toward anti-racist clinical supervision practices, awareness, and consciousness for supervisee, and offer suggestions for deepening anti-racist practices in supervision practices.

Culturally Responsive Supervision and MTIS Model

Clinical supervision is one of the most important ways for counselors-in-training to acquire the skills and knowledge they need to become effective clinicians (Hein et al., 2011). Bernard and Goodyear (2018) proposed that every mental health professional acquires supervisory skills as supervision is considered a signature pedagogy in mental health professions. According to the American Counseling Association (2014), multicultural competencies are required, and counselors respect clients by intentionally seeking to understand their cultural identity and actively addressing the impact of cultural identities in clients' lives. In addition to such requirements for counselors, counselor educators and supervisors actively infuse multicultural competencies in supervision practices to ensure that awareness not only occurs in the counselor-client relationship for the counselor but also resides in the supervisory relationship in support to the counselor-in-training's professional growth in multicultural competency (F.2.b, ACA, 2014).

From Multicultural Competence Toward Anti-Racism

Although multicultural competencies are important and are highlighted in ethical codes, research, theories, and models, mindfulness of cultural competence is not sufficient. Acts of racism, hatred, violence, anti-Asianness, and anti-Blackness have reignited demands for change, and anti-racist activism is at the forefront of this movement. Anti-racism is the understanding that racial and ethnic groups deserve the same opportunities as White people; furthermore, that awareness is used to dismantle systems and daily practices that reinforce White dominance (Kendi, 2019). "An anti-racist is someone who has committed themselves in thought, action, and practice to dismantling racism … an anti-racist makes it a point to notice and address racism" (O'Brien, 2001, p. 4). There are several steps to implementing anti-racist practices, and everyone has a role in upholding or dismantling racism through systems, policies, and practices (Kendi, 2019). Education systems are part of the social systems that often reinforce racist practices and often privileges some groups while others are negatively

impacted (Kendi, 2019). A similar experience has occurred in counseling. As professionals have become more acutely aware of race-based traumatic stress, it has also become clear that traditional counseling theories lacked the nuance to conceptualize the impact of racialized trauma as it impacts persons of Color (Carter, 2007), thereby inadequately acknowledging or addressing the psychological needs of minoritized groups. We now recognize that privileging counseling theories were created by White people for White people. They focused on multicultural competence without implementing action-oriented strategies to clinically serve communities of Color and used counseling interventions that do not honor intersecting identities. This is how racism is perpetuated and sustained in counselor education. Starting with one's self, getting comfortable with being uncomfortable, talking about racism and creating consciousness, taking action to confront and reject racism, practicing allyship, and keeping focused on change (Stanford University, 2021) are the key steps to anti-racism practices and work.

Subsequently, modern models of supervision need to include the relational understanding of the dynamics of power and privilege (Singh & Moss, 2016), even as they exist simultaneously, to better equip counseling professionals to be fully and actively responsive to the lived experiences of the clients they see. Traditional supervision goals appear to work toward increasing competence, establishing expectations and accountability, working toward goal attainment, and enhancing professional acumen of counselor trainees during the supervision process. However, in more recent times, with heightened severity of presenting concerns being treated in outpatient and college counseling (Krumrei et al., 2010), settings, and enhanced clinical presentation of race-based trauma (Pieterse, 2018), counselors-in-training need to be prepared to meet the broader nuances of diversity that may now be represented in client populations. These dynamics are a harbinger for a necessary paradigm shift for supervision of counselors-in-training, one which directly addresses the power, privilege, and proactive engagement needed to address cultural inequities and racial trauma in counseling (Smith et al., 2017). It is rapidly appearing evident that traditional supervision

goals may not be adequate to effectively meet the current demands.

Multitiered Intensive Supervision

While multitiered models of counseling supervision exist in the literature (Nyman et al., 2010) they focus more specifically on expanding experience and clinical outcomes. Multicultural counseling awareness is mentioned, but anti-racist practices are not referenced; neither multicultural competencies nor anti-racism are the central focal points for clinical development in existing supervision models. A multilevel mode of supervision that provides tiered instruction which expressly targets the development of anti-racism, cultural humility, and responsiveness in counseling has yet to be developed.

MTIS is a 13-week supervision intervention that involves hierarchical supervisory experiences, which include clinical supervision with three different professionals (doctoral student, clinical partner site supervisor, and faculty supervisor). The intervention model was developed to align with the national Cultural and Linguistic Appropriate Services Standards, which highlight the need for respect and responsiveness (U.S. Department of Health and Human Services, 2013) in interactions with minoritized populations. This approach merges the components of traditional supervision models and allows concepts such as knowledge development of multicultural counseling theory, conceptualization of the intersectionality of cultural identities (Crenshaw, 1989), and enhanced personal self-awareness across each layer of supervision. While various models of counseling supervision are embedded in MTIS, the framework of the model is based on premises posited by the relational-cultural theory (Jordan, 2010), which focuses on the psychosocial connection of mutuality and empathy between individuals that can be heightened when we are more conscious of and responsive to individual cultural identities and the utility of growth-fostering relationships to facilitate psychological growth and development. Broaching (Day-Vines et al., 2007; Day-Vines et al., 2018), unintentional racism (Ratts et al., 2016), multiple identities and oppressions (Salazar & Abrams, 2006), microaggressions, and cultural trauma (Brave Heart et al., 2011) are the foundations of many of the learning opportunities and discussions embedded in the proposed model of supervision.

This push toward greater active engagement, discussion, depth, and understanding of self in the clinical supervisory relationship inevitably centers an anti-racist counseling agenda that allows the supervisor to provide a tangible model of anti-racist development (Smith et al., 2017). Table 1 provides an overview of the weekly model topics.

The purpose of this exploratory, qualitative phenomenological study was to investigate the experiences of supervisors who implemented the MTIS with master's level counselors in training while they worked in underserved, underrepresented, and linguistically diverse communities. We are seeking to better understand the benefit of MTIS in practice and to explore supervisory fidelity to the core concepts of the model.

Method

Qualitative research is an inductive process of inquiry, which involves an in-depth understanding of experiences and behaviors (Hays & Singh, 2012). When there is limited knowledge or data on a particular experience or phenomenon, qualitative inquiry can help determine details and parameters of the phenomenon (Leedy & Ormrod, 2010). In the current study, the researchers employed a phenomenological (Moustakas, 1994) approach focused on the experience of MTIS supervisors as the unit or phenomenon of inquiry.

Research Team

Our research team consisted of six researchers; we are counselor educators or doctoral students from underrepresented populations. More specifically, the first, second, fourth, and sixth authors are counselor educators. The third author is a doctoral student, and the fifth author has completed doctoral studies. The fifth and sixth authors were doctoral students at the start of the current study.

Participants

The current study was conducted at a large suburban university in the southwestern United States. Upon obtaining the approval of the institutional research board, the researchers used a purposive criterion sampling procedure to recruit participants for this study (Patton, 2014). Participants needed to meet three criteria to participate in the study. First, participants had to be doctoral students enrolled in

Table 1

MTIS Module Schedule

Supervision Week	Weekly Topics	Topical Structure and Readings
Week 1	Model Introduction	*Overview of Model and RCT framework in supervision (Lenz, 2014)* Activity: Creating Group Norms and Expectations
Week 2	Broaching	*Developing relational resilience (Lenz, 2014); Developing comfort with the discomfort of broaching topics surrounding race, ethnicity and culture (Day-Vines, 2007, 2018)*
Week 3	Self-identity Unintentional Racism: Working with POC	*Clinical applications of work with People of Color; Authenticity and respect for lived experiences (Jordan, 2010)*
Week 4	Self-identity Unintentional Racism: Social Justice Agents	*Multicultural and social justice counseling competencies: Guidelines for the counseling profession (Ratts et al., 2016)*
Week 5	Intersecting Identities and Oppression	*Intersections of dominant discourses (Robinson, 1999); Conceptualizing multiple identities and multiple oppressions in clients' lives (Salazar & Abrams, 2006).* Activity: Genogram Part I
Week 6	Intersecting Identities and Oppression in Self-	*Supported vulnerability (Jordan, 2010)*
Week 7	Microaggressions	*Cultural humility and racial microaggressions in counseling (Hook et al., 2016); Combating racism, racial discrimination, xenophobia, and related intolerance in counseling (Lee, 2018)* Activity: Genogram Part II
Week 8	Microaggressions and Cultural Humility in Counseling	*Microaggressions and perceptions of cultural humility in counseling (Davis et al., 2016).*
Week 9	Racial Identity, Racism and Barriers to Communication	*Clinical applications for clients with multiracial identity (Sue et al., 2014); Addressing client racism (Bartoli & Pyati, 2009)* Activity: Genogram Part III
Week 10	Socialization	*Social contexts which shape the lived experience (Lee, 2018)*
Week 11	Ethics	*Social justice and counseling ethics (Lee, 2018)* Activity: Case Conceptualizations
Week 12	Historical and Cultural Trauma	*Examination of Historical trauma among Indigenous Peoples of the Americas; Cultural mistrust in counseling (Brave Heart et al., 2011)*
Week 13	The Process of Becoming	*The counselor as an agent of social justice: The process of becoming (Lee, 2018)*

the counseling program or rehabilitation counseling program at the researchers' institutions. Second, participants were required to complete the MTIS supervisor training (see Procedure section). Third, participants were required to meet with supervisees to implement MTIS. Calls for participants were sent via email to all doctoral student supervisors who participated in the MTIS intervention. Seven doctoral student supervisors were eligible to participate in the current study, and all but two participated ($N = 5$; 71%). All MTIS supervisors were paid to provide supervision for the intervention; however, their participation in the current study was voluntary and not linked to payment for their supervision services.

Research participants ranged in age from 30 years to 56 years (M = 36.4, SD = 9.97). Three of the five respondents were in the second year of their doctoral training program when they served as MTIS supervisors, and two participants were in their final year of their counselor education doctoral training program when they served as MTIS supervisors. Four of five participants noted that they had completed at least two graduate level courses related to counseling diverse populations, and one participant had completed one graduate level course on counseling diverse populations. All participants represented the southern region of the Association for Counselor Education and Supervision.

Procedure

To engage with MTIS, supervisors completed a mandatory MTIS supervisor training describing the purpose and logistics of the aforementioned model. Participants completed a demographic questionnaire and one interview. The researchers developed a semistructured interview protocol based on relevant literature. Sample questions from the semistructured interview included the following: (a) How would you describe your cultural identity? (b) Tell me about your experience broaching culture with supervisees before and after MTIS; (c) Were there any aspects of MTIS that were not helpful, and could you share them with me? and (d) What would you want other supervisors to know about your experience in MTIS? All interviews were recorded and conducted by the fourth author using a confidential web conferencing platform. Additionally, the interviewer was not a faculty supervisor or educator at the primary researcher's institution and had no professional or personal relationships with the participants in the current study.

Data Analysis

The research team completed each step of Moustakas's (1994) transcendental phenomenological research process: (a) *epoché* and bracketing, (b) phenomenological reduction, (c) imaginative variation, and (d) synthesizing meaning and essence to develop a comprehensive statement. The lead researchers, the first two authors, bracketed their experiences by sharing their thoughts and opinions related to the phenomenon of inquiry, and various trustworthiness techniques were used in the current

study. The research team then applied phenomenological reduction to identify units of meaning (e.g. codes) and created textural descriptions. The reduction entailed reading, rereading, and coding transcripts several times to understand the essence of the phenomenon (Moustakas, 1994).

The team began the coding process by individually coding the first two transcripts and coming together as a team to share and discuss codes. During the coding meetings, the coders discussed reactions to data, notes that were taken in the margins were reviewed, and discrepant viewpoints were shared. After developing the preliminary coding manual, each coder reviewed and coded the remaining three transcripts, and any discrepancies and inconsistencies were discussed as a team. We continued to meet as a team to reach consensus as recommended by Olson et al. (2016) who stated, "in striving for consensus in the findings, the nuances in meaning brought by multiple researchers adds richness to the analysis" (p. 26). Codes were then clustered into themes and subthemes to allow for a deeper understanding of the participants' experiences (Hays & Singh, 2012). Throughout the entire data analysis process, the coding team met consistently and "looked and noticed and noticed again" (Moustakas, 1994, p. 93) to understand the phenomenon of inquiry.

Trustworthiness

The researchers addressed issues of trustworthiness for credibility, confirmability, transferability, and dependability (Lincoln & Guba, 1985). An audit trail, triangulation of data sources, bracketing, member checking, and low inference descriptors were implemented as methods of establishing credibility. An audit trail (Hays & Singh, 2012) was used and consisted of a record of all data collection and analysis procedures from start to end (e.g., call for participants, informed consent, interview protocols, and the coding manual). With regard to multiple member checks, the research team sent verbatim transcriptions to participants allowing the opportunity for corrections and confirmation of the data. A second member check was conducted when the research team provided the participants a summary of the thematic analysis. Low inference descriptors, thick description, and direct quotes were also used

to establish trustworthiness and credibility in the current study.

Results

The research team identified five major themes from the analysis of transcriptions, detailing the experiences of supervisors in the MTIS intervention. Themes included (a) recognition of power, privilege, and oppression; (b) personal impact; (c) deficits in current supervision training and models; (d) supervisory skill development; and (e) impact of MTIS. All participants ($N = 5$) identified with each of the five themes.

Recognition of Power, Privilege, and Oppression

The theme recognition of power, privilege, and oppression (PPO) is related to the participants' ownership and acknowledgment of how PPO impacted them as supervisors during the MTIS intervention. The recognition of PPO is composed of four subcategories: (a) acknowledgment of privilege, (b) recognition of oppression, (c) intersectionality, and (d) supervisor power dynamics. All five participants identified with this theme and discussed their positionality as it relates to diversity, marginalization, and oppression. For example, when asked about cultural identity and how it has impacted the supervisory work in MTIS, participant 1 stated: "My cultural identity being White has impacted everything in affording me White privilege across the board systemically through education and how that's intersected with class, particularly with my parents to be able to support me through higher education." Participant 2 also noted:

> Conversations with my supervisees definitely made me realize that it was my privilege that let me be passive … someone in a power position as a supervisor I do hold a lot of responsibility and especially from students who are not coming from a majority identity…

Similarly, participant 5 shared that MTIS has created a new level of awareness for her when she stated, "from the project, MTIS, I've never been so aware of my Whiteness in my life."

Personal Impact

Participants often noted that their professional experience of being a supervisor in MTIS impacted them personally. The subcategories of (a) developing consciousness, (b) interconnectedness of personal and professional, and (c) emotional experiences make up the overarching theme of personal impact. Participant 3 noted being impacted by MTIS in a way that promoted growth for them as an individual and as a professional by sharing:

> It was an experience that allowed me to grow, both as a person, as a supervisor, even as a clinician, and so it was expansive. It was growth promoting, it was gut wrenching at times, but I think that that's key to growth, and it was also. … Motivation is the only one that's coming up, and propelling … what's next and how this work can continue to look both for myself and for others.

Participant 4 also noted how the growth she experienced during the MTIS supervision process impacted her in personal ways. Participant 4 shared:

> So there was this self-awareness piece of like, oh, we just broach this topic that made me uncomfortable so okay so let's let me let me finish this session, like let me finish this supervision and let me reflect on what here made me uncomfortable. … So, I think that's what a lot of self-awareness came from being a supervisor here.

Deficits in Current Supervision Training Models

When speaking of their experiences, all participants mentioned deficits in current supervision training models as it relates to culture and diversity. The overarching theme consisted of two subcategories: (a) training deficits and (b) insufficient models/theories of supervision. Participant 4 shared an experience regarding supervision lacking action-oriented social justice components:

> None of them fit. Like none of them fit, and even the model that I'm going to be using, the Discrimination Model, doesn't fit and all the other models that I've looked at don't fit. There's one that kind of fits. But there's like no empirical evidence for it. … I can't really identify with one because there's not one that says the things that I do, at least from the ones that I am reading, none of them are infused with like active social justice and action oriented and dismantling all of these

things that we talked about in our [MTIS] sessions. They, like, lightly sprinkle that on but not anything as action driven or as the stuff that we talked about in [MTIS] supervision.

Supervisory Skill Development

Participants spoke of their supervisory skill development as a result of being supervisors in MTIS. The theme of supervisory skill development was made up of four subcategories: (a) broaching, (b) advocacy, (c) identity development, (d) and supervisee/supervisor shared growth. Participant 5 shared:

Teaching them to broach and I'm obviously not a shy person. Um, but I don't have problems broaching anything. I mean, absolutely anything and a lot of people do. But being able to show them. And that's one of the very first things we learned in MTIS is the importance of broaching and counseling that it changed the way I broach. … It's another thing to broach with the understanding, and the compassion and the empathy, that that issue that you need to broach upon is totally in the forefront.

Similarly, Participant 3 shared experiences related to skill development and growth as a supervisor:

That it [MTIS] was a very expansive experience. It was an experience that allowed me to grow, both as a person, as a supervisor, even as a clinician, and so it was expansive. It was growth promoting, it was gut wrenching at times, but I think that that's key to growth, and it was also very propelling. I would say, like, what's next and how this work can continue to look both for myself and for others.

Impact of MTIS

The final theme, impact of MTIS, gives voice to how the experience of being a supervisor for MTIS impacted the participants; this theme comprises three subcategories: (a) structured but flexible, (b) intrinsic benefits, and (c) intentionality. Participant 1 shared about his overall experience when he said, "MTIS has a framework and is intended to have a curriculum, but I also found so much joy and so much, like, it was so engaging to be a part of and

have some flexibility with it." Participant 2 shared about the passion MTIS has ignited within: "It has ignited a passion to educate myself to stay up to date on literature so that I can be a very informed counseling, informed supervisor, teacher, and all of those aspects." Similarly, Participant 5 shared an analogy regarding MTIS:

It's like learning to drive a car, and then teaching somebody how to drive a car, but then it's it with MTIS, it's realizing that you need glasses, and then teaching people to drive with glasses on. The glasses are the aids that made me able to do things better, MTIS were the glasses. … Some of the students had trouble with them [the glasses] because they've never had exposure to this. So I would have to explain to them where they were coming from and what to do with those glasses.

The hope is that counselors in training and supervisors can use MTIS as the glasses they need to see things clearer and for the communities and clients they serve to be seen and heard for who they truly are.

Discussion and Implications

Pieterse et al. (2016) proposed that anti-racism advocacy perhaps exists on a developmental spectrum that begins with initial awareness and eventually leads to active engagement in anti-racist work. This is not unlike the developmental, pedagogical process of educating counselors-in-training. As a model of instruction, MTIS falls squarely on that continuum of education that is beyond initial awareness but a necessary precursor to active engagement in anti-racist work in multicultural counselor supervision training. A review of the results highlights key themes across the model that focused on enhanced understanding of POP in relation to self; greater flexibility and intentionality in creating space for broaching; and increased experiences of personal impact, growth, and supervisory skill development by the supervisors who implemented the model. Supervisor responses seem to demonstrate the overall personal and professional impact of using a multitiered supervisory model and alluded to the heightened awareness of personal power and privilege, especially as they intersect simultaneously with points of oppression.

It is important to note that this exploratory study reviewed the MTIS implementation from a small group of supervisees, and there was a lack of a comparison group of counseling supervisors who implemented more traditional models of counseling supervision. Built from a relational cultural framework, with a strong focus on social justice, MTIS should be viewed as a critical training milestone on the continuum toward anti-racist work. Given that, there are several exciting implications for supervisor training and future development of supervisory models that progress fully toward a holistic anti-racist agenda.

Based on the initial findings, there are opportunities for counselor training programs to enhance the multicultural and anti-racist focus of clinical supervision. Within the scope of this study of the MTIS model, counselor supervisors presented a compelling case for reexamination of the efficacy of existing supervisory models. Supervisor's questioned the breadth of existing models and the adequacy of support for supervisees and supervisors alike to broach critical issues regarding race, ethnicity, culture, and other intersecting identities in therapy and supervision. Supervisors' commitment to MTIS, their level of existing cultural responsiveness, and individual broaching ability become important because a less skilled supervisor may decrease the model's effectiveness for the supervisee. Subsequently, this illustrates a specific need for multiple points of emphasis across courses and taxonomies of learning to create a spectrum of anti-racist knowledge development in counselor education programs. Thus, these findings implicate a need for dedicated coursework in counseling supervision that provides opportunities to further engage with anti-racist strategies and advocacy while also emphasizing a singular mission to dismantle racist constructs (Pieterse, 2009) and create pathways for anti-racist counseling supervision. Given this, several recommendations are warranted.

There exists a need for comprehensive anti-racist training in doctoral counselor education programs and enhanced training for existing counselor education faculty. Earlier research focused on multicultural counselor competencies asserted, "addressing the knowledge-base which informs instruction, is germane to facilitating effective training" (Donnell, 2008, p. 55). A more recent study by Cartwright et al. (2018) revealed similar concerns where counselor educators expressed disappointment in the ability of counselor education programs to consistently and actively address multicultural counseling principles. If counselor educators were not actively addressing multicultural counseling principles in the aforementioned study, it is unlikely then that progression toward an anti-racist agenda was occurring. The hope is that programs adapt and shift to meet new ethical guidelines and seek to embody an anti-racist agenda. Training and development opportunities within departments and professional organizations should seek to provide critical training for counselor educators to better facilitate similar training enhancements for doctoral supervisors. It must be noted that progressing fully toward an anti-racist agenda includes more than awareness that actions need to be taken. These actions extend outside of clinical supervision and outside of the room with clients to labeling racism and racist practices, advocating for policy changes, and helping break down systems that oppress people from underserved communities with varying intersectional identities.

MTIS is a time-intensive, intentional, and action-oriented approach to supervision. As a grant-funded project, greater flexibility existed in the implementation. For instance, supervisors were advanced doctoral students who had completed their required supervision activities and were compensated for conducting MTIS. Counselor trainees were also provided financial resources to ease their participation in an additional layer of counselor supervision. Counselor educator training programs have the unique opportunity to modify their existing supervisory training models to accommodate an MTIS structure. For example, doctoral supervisors can and should take anti-racist coursework in supervision and, further, anti-racist content should be woven throughout counselor education curriculum. Anti-racist–infused counselor educator curriculum can assist doctoral trainees to gain knowledge of personal racism, power, and privilege and enhance an active commitment to ongoing reflection as they matriculate (Malott et al., 2019). MTIS is a critical attempt to extend the traditional focus on professional development, performance, integrated devel-

opment, and awareness of the relationship. It is believed that MTIS may help meet the needs of counseling supervisors and supervisees as they strive to deepen awareness of client identities and move toward greater fidelity with anti-racist counseling frameworks.

Future Research

Ultimately, for counselors to have a firm anti-racist counseling praxis, it is necessary for supervisors within counselor education training programs to be solidly grounded in anti-racism (Pieterse, 2009). Thus, despite its limitations, results of this study indicated support and highlight a need for a multitiered intensive supervision model focused on enhancing cultural humility and anchoring an anti-racist agenda in supervisory practice. To support a continuum and developmental model of gaining anti-racist advocacy skills, the weight to initiate these changes rests with the counselor education profession. These changes require a strong commitment from counselor education programs to facilitate equity in clinical practice that has been maintained historically by racist policies, practices, and standards (Galán et al., 2021). Continued exploration and support from the profession should prime researchers to conduct comparative studies with other supervision models. These efforts can further ground the theoretical underpinnings of MTIS and perhaps offer an alternative means for training that aligns with the very relevant anti-racist approach to clinical training being upheld by the profession.

Conclusion

The findings of the current study indicate the usefulness of an anti-racist supervision framework to set the table for anti-racist counseling practice. As supervisors within a counselor education program, participants in the current study gave voice to their experiences related to the deficits in the most widely used supervision models and theories. Ultimately, findings from this study demonstrate that the MTIS model described in this study have the potential to assist counselor education program faculty and supervisors to promote anti-racist training and praxis for future counselors.

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