Supervision 2.0: Culturally Competent and Creative Online Supervision Practices

Lucy C. Parker-Barnes (Quincy University), Suzy Wise (Valparaiso University), Shoon Lio (Nebraska Wesleyan University), Courtney Rowley (Gannon University), Jessica McDannel (Gannon University), Sabrina Starts (La Salle University) & Matthew Sprong (University of Illinois Springfield)

Abstract

The below documentation is an analysis of online integrative based supervision ideas with multicultural considerations. Various interventions with supervisees, which are aimed for supervisee reflective growth and client beneficence, are also discussed. Following *Integrated Supervision Framework* (ISF) description, a case vignette introducing reflective and inclusive online strategies is described. Future issues potentially affecting consideration of online supervision will also be described.

Keywords: online supervision, inclusive supervision, integrated supervision framework

Supervision 2.0: Culturally Competent and Creative Online Supervision Practices

Primary duties of counselor educators include to facilitate active dialogue and cultural inclusion in classes, supervision, and clinical work-including both in-person and online. Overall, various accrediting bodies in the counseling profession are becoming increasingly active in promoting multicultural awareness and social justice. Various efforts by the *American Counseling Association* (ACA) and the *Association of Counselor Education and Supervision* (ACES) to promote furthered social justice awareness for educators and practitioners include, the 2006 formation of the *ACES Human Rights and Social Justice Committee*, the development of the *2007 ACA Advocacy* Competencies, and various other considerations for more formalized language about diversity in the upcoming *2024 CACREP Standards* (CACREP, 2024). Though these developments are catalysts for inclusion, many of these developments fail to explicitly state promotion of inclusion in online arenas, specifically. One idea to bridge any potential gaps of inclusion in online arenas, includes focusing on increasing diversity in online supervision practices. The *Integrated Supervision Framework Model* (ISF) is one model that is both reflective and inclusive in nature (Peters et al., 2022). The ISF will be briefly introduced and ideas for online usage will be described.

The Integrated Supervision Model

The *Integrated Supervision Framework* (ISF) is a new supervision model and only recently titled in counseling literature (Peters et al., 2022). The ISF is interrelated to many counselors' clinical lens as this model is guided with continuing strategies for multicultural incorporation and awareness (Peters et al., 2022; Ward & Reese, 2011). According to related developmental theorists, an individual's growth is defined as "the goal [of supervision or counseling]" (Ivey, 2000; p. 4). According to Peters et al. (2022) ISF guided supervisors use

elements of this model to strongly exhibit a cross-cultural, reflective, and existential

phenomenological focus on counseling supervisees and their clients. Creators of ISF also support

holistic emphasis such as, that used in the *Discrimination Model of Supervision* as they state that

"humanistic-relationship guided approaches" are commonly and practically combined with

various pre-constructed supervision models to provide supervisees with a "combined model"

(Bernard & Goodyear, 2014; p. 27). Though counselors know much about the *Discrimination*

Model, less consideration of using the ISF Model is known and even less about the IFS Model in

an online format is described in the field's literature. Ways and reminders to use the ISF in

online supervision will be described below. When considering using the ISF or another inclusive

and reflective supervision model when working with an online supervisee, please consider the

following vignette.

Online Integrated Supervision Framework Case Scenario: Bob

Imagine that you are given a new practicum supervisee who you see strictly online. Your

new supervisee is Caucasian and identifies as a cisgender, heterosexual man in his early 20s.

This supervisee's name is Bob. Bob is new to practicum and after consulting with other faculty,

you learn that Bob excels in much of his academia and has successfully completed his content

courses for the Clinical Mental Health track. Despite his academic success, you notice that Bob

is very nervous. You shrug Bob's nervousness off and instead attribute this to his developmental

state of being a new counselor-in-training. However, you later learn that Bob shares with you

that others have stigmatized my degree "because I am an online student." This message is new to

you and helps you to recognize that there may still be stigma of online clinical and supervisory

services. Your recognition, alone, about the misinformation about many online related

counseling and counselor education programs may be a part of your own increased efficacy as a

supervisor. Your learning of Bob's first person experience, too, helps to enact the IFS Model

which includes discussing what Peters et al. (2022) term as "point of entry." Furthermore, you

may collaborate with Bob about his knowledge of the supervision process, his current clinical

dynamics, and related factors (Peters et al., 2022).

After initially talking with Bob, you also notice Bob's nerves via his self-deprecating

comments in your online Zoom chat and in his recent emails to you. Many counselors, educators,

and supervisors are often very busy, but it is important to remember that online chats and emails

are often spaces where both supervisory and clinical data can still be gathered. Gathering data

and collaborating about the process of a supervisees' experience is another aspect of the ISF

(Peters et al., 2022).

When incorporating the ISF with this online supervisee, you conceptualize that Bob is

experiencing what *Discrimination Supervision Model* theorists, Bernard and Goodyear (2014)

refer to as "role shock." Though readers may imagine role shock for students in in-person

programs, role shock is also prevalent for online students, too (Jones & Lee, 2021). After your

few first supervision sessions, you notice that the role shock that Bob is experiencing is also

confounded with his increased nervousness about a particular client on his caseload.

You later learn that Bob was recently referred a client who he sees in-person and who

marked various diverse factors on their completed intake. You have Bob share his recording with

you in your online supervision. You can either watch a recorded session via your share screen

with Bob after his live session or you can use what Machuca and Kums (2021) termed as the

Online Live Supervision of Telemental Health Counseling (OLSTHC) Model. In either online

supervision modality used, you notice that in this session, your supervisee's (i.e. Bob's) client

identifies as a transgender (i.e. ftm) African American male. This client specifies that they use

they/them pronouns. This client also shares in their intake about being a student who is "extremely depressed" and feeling currently marginalized "all-around" on their college campus. This client then shares that though they feel alone, they at least have "our Okra Project." The client then elaborates to your supervisee that the Okra Project is a group where trans folks learn cooking skills within the trans university community and follow the advocacy of the national Okra Project. They also share the following resource about the Okra Project with your supervisee: https://www.theokraproject.com/what-is-the-okra-project. From watching your supervisee's tape online, you notice that after the client shared their involvement in the Okra Project, this client further opened up both physically (i.e. with leaning in and an uncrossing of arms) and then shared their name. This client's preferred name is Gerald.

After some remaining 'small talk' your supervisee's client's session time is up. Your supervisee, Bob, then provides a professional summarization and invitation for a following appointment. Despite some rapport built from what you see online, your supervisee, Bob, speaks with you after this sharing and states "I don't understand how to help this client; I am not sure where to go to begin rapport building…"

Ideas for Online Supervision

As an efficacious online supervisor, you can metaprocess much of what Bob is sharing with you even in this online format (Machuca & Kums, 2021). You will certainly also want to reinforce data that the client provided, including the client's willingness to elaborate with Bob after they discussed their community (Okra Project) group and other aspects related to culture. Bob's later recognition of Gerald's meaning found in the Okra Project may be one example of collaborating within the ISF (Peters et al., 2022). Though this example may be necessary, one or few inclusive supervision interventions alone are not sufficient for successful supervision. Thus,

additionally, you will want to provide other interventions including reinforcing the strengths that you saw from Bob, including Bob's inviting nature, open-questions, and professional disposition. An additional way to provide reinforcement and other feedback includes through metaprocessing (Fosha & Thoma, 2020). Though novice counselors may have assumptions that metaprocessing is not as accessible via telehealth or telesupervision, online supervisors can still use metaprocessing and other reflective techniques (Khan et al., 2022). For example, one aspect to incorporate in your online supervision includes viewing of supervisee body language and verbal content. Body language to consider in your online metaprocessing includes reflecting back to Bob, his eye contact, facial expressions, and posture in and out of his session. Other data worthy of exploration in any online supervision session, including with Bob, includes volume and rate of supervisee speech, reluctance to be on camera, and reliability of live supervision attendance. In addition to the previously introduced ideas, giving Bob critical feedback may also be necessary. Critical feedback may be best suited from data seen, especially in online modalities (i.e. where even more communication-ambiguity is often existent) (Khan et al., 2022). In addition to strength-based reinforcement, metaprocessing, and critical feedback, other reflective interventions to learn about Bob's cultural identity as a counselor and as a person, are also helpful according to IFS. Various other reflective and inclusive interventions that could be used in an online IFS with Bob include:

1) processing his own projections, anxiety, and apprehensions to have active dialogue with Gerald about culture through online journaling or typing,

2) using creative online supervision interventions such as, electronic and/or online sandtray creation or mandala creations with Bob (Jackson, Lee, & DeOrnellas, 2008; Villarreal-Davis et al., 2021),

3) encouraging Bob to immerse himself in online knowledge about the issues of culture

that he does not know regarding Gerald's identity (Dickson & Jepsen, 2007) (i.e. this

could include reading salient literature about advocacy regarding people who identify as

BIPOC LGBTQIA+),

4) normalizing and challenging Bob's fear of facilitating active dialogue with Gerald

through immediate empathic confrontation during live supervision sessions,

5.) engaging in online role-plays with Bob to reduce possible "performance anxiety" and

process Bob's experience with Gerald (Bernard & Goodyear, 2014), and

6.) encouraging Bob to attend various online immersion experiences with other cultures,

such as through BIPOC LGBTQIA+ online advocacy groups (Dickson, et. al., 2007;

McKenzie-Mavinga, 2005).

These considerations for reflection for supervisees are not new in traditional counseling arenas,

but have not been expansively written about in regard to their efficacy in online settings. Despite

the lack of explicit literature, these interventions should still be intertwined in online work. Ideas

for added innovative reflective interventions online are also needed.

Future Issues Affecting Online Supervision

The previous sections are highlights of foundational supervision practices in IFS that are

still crucial in online supervision. Additionally, though much of this short documentation

emphasizes ideas for helping the online supervisees, all online supervisors should also be

engaged in all of the mentioned supervision intervention ideas as well. For example, online

supervisors could particularly engage in immersing in new knowledge regarding online culture.

Online supervisors should also attend salient workshops related to online therapy and

supervision. Supervisors should also be aware of advancements in technology, including the rise

in telehealth and other trends related to telesupervision (Machuca & Kurns, 2021), telecounseling (Khan et al., 2022), emotional artificial intelligence (Yi & Chenya, 2021), and the development of online community groups (Tanhan et al., 2020). The option of online modalities brings much uncertainty to our field, but also much opportunity.

<div align="center">**Concluding Thoughts**</div>

As reflective counselors and supervisors, we must ponder the ways in which supervision has changed according to the rise of online usage. We must also fight to preserve the integrity and inclusiveness of supervision in all spaces.

References

American Counseling Association. (2014). *ACA code of ethics.* Alexandria, VA: Author.

Association for Counselor Education and Supervision (ACES). (1993). *Ethical guidelines for counseling supervisors.* Alexandria, VA: Author.

Bernard, J. M., & Goodyear, R. K. (2014). *Fundamentals of clinical supervision* (5th ed.). Boston, MA: Pearson.

Council for Accreditation of Counseling and Related Educational Program [CACREP]. (2024). *2024 standards for accreditation.* Alexandria, VA: Author.

Council for Accreditation of Counseling and Related Educational Program [CACREP]. (2016). *2016 standards for accreditation.* Alexandria, VA: Author.

Dickson, G. L., & Jepsen, D. A. (2007). Multicultural training experiences as predictors of multicultural competencies: students' perspectives. *Counselor Education and Supervision, 47*(2), 76-95. Doi:10.1002/j.1556-6978.2007.tb00040.x

Fosha, D., & Thoma, N. (2020). Metatherapeutic processing supports the emergence of flourishing in psychotherapy. *Psychotherapy*, *57*(3), 323. https://doi.org/10.1037/pst0000289

Ivey, A., Ivey, M., Myers, J., & Sweeney, T. (2005). *Developmental counseling and therapy.* Boston: NY. Lahaska Press: Houghton Mifflin Co.

Ivey, A. (2000). *Developmental theory.* Sunapee, NH: Jossey-Bass, Inc.

Jackson, S., Muro, J., Lee, Y., & DeOrnellas, K. (2008). The sacred circle: using mandalas in counselor supervision: *Journal of Creativity in Mental Health, 3*(3), 201-211. doi:10.1080/15401380802369164

Jones, J. M., & Lee, L. H. (2021). Multicultural competency building: A multi-year study of trainee self-

    perceptions of cultural competence. *Contemporary School Psychology*, *25*(3), 288-298.

    doi.org/10.1007/s40688-020-00339-0

Khan, S., Shapka, J. D., & Domene, J. F. (2022). Counsellors' experiences of online therapy. *British

    Journal of Guidance & Counselling*, *50*(1), 43-65.

    https://doi.org/10.1080/03069885.2021.1885009

Machuca, R., & Kurns, A. (2021). The Virtual Bug: Online Live Supervision of Telemental Health

    Counseling. *Journal of Technology in Counselor Education and Supervision*, *1*(1),

    3. https://doi.org/10.22371/tces/0003

McKenzie-Mavinga, I. (2005). Understanding black issues in postgraduate counsellor training.

    Counselling and Psychotherapy Research, 5(4), 295-300.

Peters, H. C., Bruner, S., Luke, M., Dipre, K., & Goodrich, K. (2022). Integrated supervision

    framework: A multicultural, social justice, and ecological approach. *Canadian

    Psychology/Psychologie canadienne*, *63*(4), 511. https://doi.org/10.1037/cap0000342

Tanhan, A., Yavuz, K. F., Young, J. S., Nalbant, A., Arslan, G., Yildirim, M., ... & Çiçek, İ. (2020). A

    proposed framework based on literature review of online contextual mental health services to

    enhance wellbeing and address psychopathology during COVID-19.

    www.doi.org/10.29333/ejgm/8316

Villarreal-Davis, C., Sartor, T. A., & McLean, L. (2021). Utilizing creativity to foster connection in

    online counseling supervision. *Journal of Creativity in Mental Health*, *16*(2), 244-257.

    https://doi.org/10.1080/15401383.2020.1754989

Ward, C. & House, R. (2011). Counseling supervision: a reflective model. *Counselor Education and

    Supervision,* 97(1). 219-238. doi.org/10.1002/j.1556-6978.1998.tb00554.x

Yi, G. U. O., & Chenyu, H. O. U. (2021). Application of artificial intelligence to mental healthcare in

primary and middle schools. *Chinese Journal of School Health. 42*(8): 1124-1128.

https://doi.org/10.16835/j.cnki.1000-9817.2021.08.002