

CULTURAL CONSIDERATIONS IN SCHOOL COUNSELOR SUPERVISION

- It is important to be able to provide competent and helpful supervision while highlighting the importance of multicultural competence
- Multicultural supervision can help increase school counselor awareness of biases and provide opportunities to discuss culturally appropriate counseling interventions.
- Various models of multicultural supervision exist.
- The Discrimination Supervision Model remains one of the most widely used conceptual frames for supervision.
- The Discrimination model can be culturally informed (applied).
- When providing education, conceptualization or consultation, always use a multicultural lens.
- Supervisors must acknowledge personal and professional power as well as owning cultural assumptions that influence thoughts and/or interactions with individuals from other cultures.

APPLICATION OF SUPERVISION MODELS REQUIRES...

- A focus on multicultural competence
- Awareness of levels of identity, attitude and privilege
- The application of practices to address any cultural and racial biases
- Commitment to ongoing training
- Identifying and establishing collaborative opportunities and partnerships
- Modeling of advocacy and social justice efforts and providing supervisee support

ADDITIONAL READINGS:

- Colistra, A., & Brown-Rice, K. (2011). When the rubber hits the road: Applying multicultural competencies in cross-cultural supervision. Retrieved from: http://counselingoutfitters.com/vistas/vistas11/Article_43.pdf
- Quintana, T. S., & Gooden-Alexis, S. (2020). Making supervision work. ASCA
 - [Making Supervision Work: Webinar](#)
- [West-Olatunji, Goodman, R., & Shure, L. \(2011\). Use of multicultural supervision with school counselors to enhance cultural competence. Journal of School Counseling, 9.](#)