Perceptions of counseling supervisors on social sustice related issues during supervision of practicum and internship students

by

Marcus Herrera

B.A., Ottawa University, 2013
M.S., Fort Hays State University, 2016

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Counseling and Student Development
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2026

Abstract

I explored how counseling supervisors, practicing from a social justice perspective, model attitudes and beliefs, knowledge, skills, and actions during supervision of graduate counseling students in clinical settings throughout the United States. This narrative inquiry included the use of semi-structured interviews with four counseling supervisors to understand the supervisory approaches they utilize when incorporating a social justice perspective. Utilizing an analysis of narrative approach, the research data was analyzed, with the conceptual framework of the Integrated Developmental Model and Multicultural and Social Justice Counseling Competencies in mind. The analysis process produced brief narratives related to the participants' personal experiences, supervisory themes regarding the development of social justice concepts for graduate counseling students, and supervisory practices utilized by the participants to support social justice action.

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Chapter One - Introduction

Within the last decade, the United States (U.S.) has experienced social justice movements related to inequities and mistreatment of diverse populations (Das et al., 2023; Durham, 2024; Kershner, 2018). During these movements, activists spoke about injustices and brought awareness to oppression that exists within the nation. News outlets and social media platforms covered these movements as details of these unfortunate events became known (Andrew, 2022; Buchanan et al., 2020; Rosenblatt, 2020).

As stories of the oppressed reverberated across the U.S., many began to critically evaluate the power and privilege differences that exist (Lardier et al., 2023; Torres, 2023). These differences, which may extend from the individual to the global level, create inequities and unnecessary obstacles for those experiencing social injustices through racism, sexism, heterosexism, classism, ableism, and religious oppression (Adams & Bell, 2016). Unfortunately, because of these inequities, marginalized populations are more likely to develop mental health concerns. These concerns are exacerbated by limited access to treatment and resources, language barriers, and poverty (Hay & Erford, 2018).

Background of the Problem

In this section the diversity across the U.S., social injustices, and mental health disparities for marginalized populations will be discussed. Also, social justice considerations within mental health professions will be introduced.

Diversity Across the United States

Diversity throughout the U.S. continues to grow (Centers for Disease Control and Prevention [CDC], 2020; CDC, 2023; Jones, 2022; United States Census Bureau, 2020). This growth is evident with the increase in population of minority groups (United States Census

Bureau, 2022), continued acceleration of immigration (United States Census Bureau, 2024), and more diverse groups being recognized (Casara et. al, 2024; France, 2023; Royles, 2021). From increases in racial and ethnic groups to the recognition of neurodiverse individuals, the U.S. is more diverse than ever.

Social Injustices

With the continued growth of diversity across the nation, there are more opportunities for social injustices to occur. Social injustices are experienced whenever differences in social groups are "sorted and ranked in a hierarchy that unequally confers power, social, and economic advantages" (Adams & Bell, 2016, p. 4). This unfortunate social practice gives unearned advantages to majority groups and allows these groups to have privileges over others (Adams & Bell, 2016). Because of the unequal distribution of power, marginalized populations experience systemic discrimination, oppression, and other stressors (Dwanyen et al., 2022; Maura & Weisman de Mamani, 2017; Misra et al., 2021; Taylor, 2019). These injustices are difficult to overcome and may lead to the development of mental health concerns (Dwanyen et al., 2022; Hay & Erford, 2018; Maura & Weisman de Mamani, 2017; Misra et al., 2021; Taylor, 2019).

Mental Health Disparities for Marginalized Populations

According to data published by federal organizations, evidence of mental health disparities for marginalized populations within the U.S. exists. In a 2021 report from the CDC, individuals identifying as Black, Hispanic/Latino, and Other non-Hispanic were more likely to experience depression and substance use during the pandemic than those identifying as White. The Hispanic/Latino and Other non-Hispanic groups were also more likely to experience suicidal thoughts or ideation. These disparities in mental health concerns were linked to social inequities and discrimination within the living and working environments (CDC, 2021).

Figure 1.1 *Racial and Ethnic Disparities in the Prevalence of Stress and Worry, Mental Health Conditions, and Increased Substance Use Among Adults During the COVID-19 Pandemic—United States, April and May 2020.*

Weighted prevalence estimates of current depression, suicidal thoughts/ideation,† and substance use increase or initiation§ among adults aged ≥18 years, by race/ethnicity — Porter Novelli View 360 survey, United States, April and May 2020*

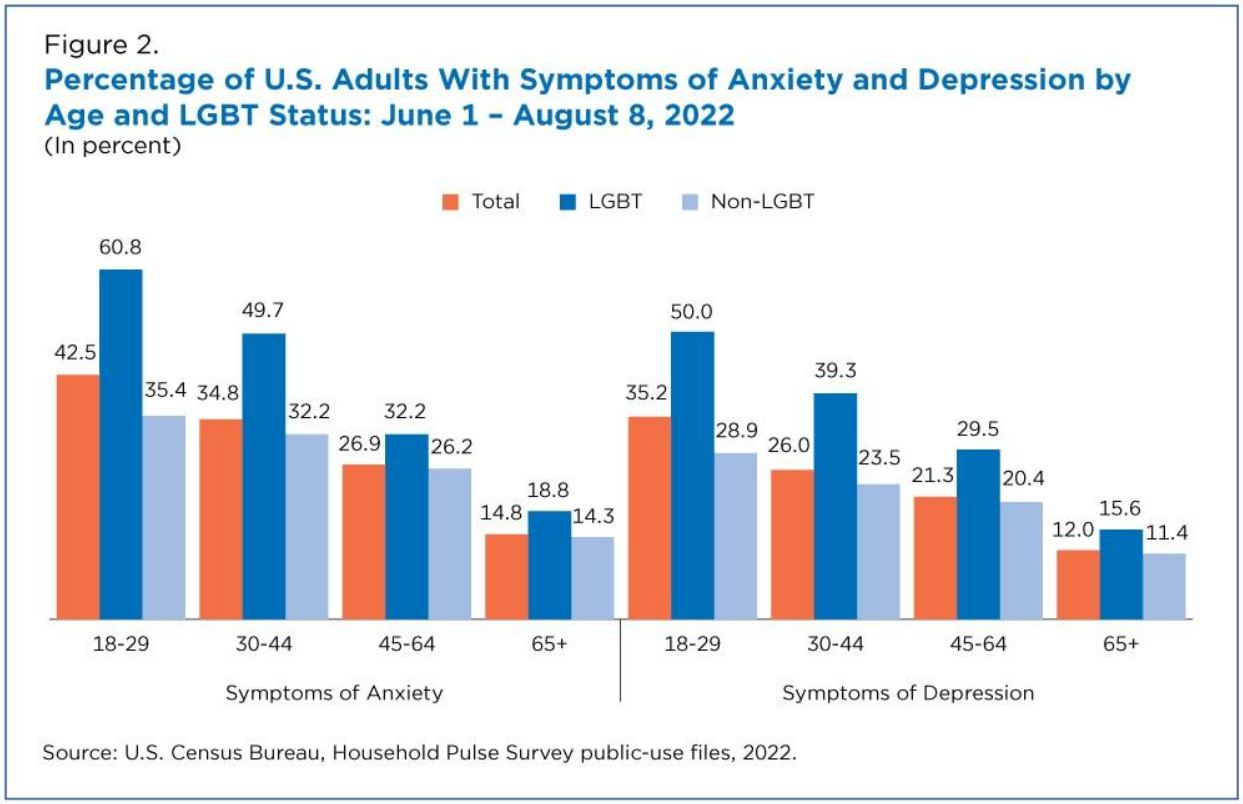
Race/Ethnicity	Unweighted no. of persons	Weighted % (95% CI)		
		Current depression	Suicidal thoughts/Ideation	Substance use increase or initiation
Total	**1,004**	**28.6 (25.6–31.5)**	**8.4 (6.6–10.2)**	**18.2 (15.7–20.7)**
White, NH	657	25.3 (21.9–28.7)	5.3 (3.6–6.9)	14.3 (11.6–17.0)
Black, NH	100	27.7 (18.7–36.7)	5.2 (0.7–9.7)	15.6 (8.4–22.7)
Hispanic/Latino	118	40.3 (31.3–49.3)	22.9 (15.2–30.6)	36.9 (28.1–45.7)
Other, NH¶	129	31.4 (22.8–40.0)	8.9 (3.6–14.1)	15.1 (8.4–21.7)

Abbreviations: CI = confidence interval; DSM-IV = Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition; NH = non-Hispanic/Latino.
* Defined as a score of ≥10 on the eight-item Patient Health Questionnaire (PHQ-8). The PHQ-8 is adapted from the nine-item PHQ (PHQ-9), which is based on the nine criteria for diagnosis of depressive disorders in the DSM-IV.
† Defined as an affirmative response to the question "At any time in the past 30 days, did you seriously think about trying to kill yourself?"
§ Defined as an affirmative response to the question "Have you started or increased using substances to help you cope with stress or emotions during the COVID-19 pandemic? Substance use includes alcohol, legal or illegal drugs, or prescriptions drugs that are taken in a way not recommended by your doctor."
¶ Includes participants who identified as Native American/Alaska Native, Asian, multiracial, or another race/ethnicity.

Centers for Disease Control and Prevention, Racial and Ethnic Disparities in the Prevalence of Stress and Worry, Mental Health Conditions, and Increased Substance Use Among Adults During the COVID-19 Pandemic — United States, April and May 2020.

During an investigation of mental health disparities for adults identifying as lesbian, gay, bisexual, and transgender (LGBT), the United States Census Bureau identified an increased likelihood of depression and anxiety when compared to non-LGBT adults. The increase of depression and anxiety among LGBT adults was found across all ages, however, was most evident in the 18-29 and 30-44 age groups (United States Census Bureau, 2022). Figure 1.2 shows the disparities in symptoms and illustrates the significant differences for LGBT adults living in the country.

Figure 1.2 *Percentage of U.S. Adults With Symptoms of Anxiety and Depression by Age and LGBT Status: June 1 – August 8, 2022*



United States Census Bureau, Mental Health Struggles Higher Among LGBT Adults Than Non-LGBT Adults in All Age Groups

In a 2018 report from the CDC, mental distress for individuals living with a disability was investigated. When compared to those without a disability, the CDC found that an adult with a disability was five times more likely to experience mental distress. The distress experienced was related to limitations in daily life and diminished healthcare services (CDC, 2023).

Unfortunately, marginalized populations are more likely to develop mental health concerns as they experience systemic discrimination, oppression, and other stressors. Because of mental health concerns, marginalized individuals struggle to complete daily tasks, receive education, obtain employment, and have healthy relationships (Dwanyen et al., 2022; Maura & Weisman de Mamani, 2017; Misra et al., 2021; Taylor, 2019). These concerns are exacerbated by limited access to treatment, language barriers, and poverty. Together, the injustices experienced and challenges of receiving care result in untreated mental health disorders for many marginalized individuals (Hay & Erford, 2018; Maura & Weisman de Mamani, 2017).

Social Justice Considerations within Mental Health Professions

Mental health professions have enhanced practices to address the mental health disparities of marginalized groups (Cohen et al., 2022; Johnstone, 2021; Ratts et al., 2015). The professions have made revisions to ethics (American Counseling Association [ACA], 2014; American Psychological Association [APA], 2017; National Association of Social Workers [NASW], 2021), competencies (Ratts et al., 2015), and standards (APA, 2019; Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2023; Council on Social Work Education [CSWE], 2022) to ensure mental health professionals are considering the influence of social justice related issues. Despite the growing awareness of social justice related issues and additions to ethics, competencies, and standards, helping professions have yet to fully integrate social justice components into the fieldwork portion of education (Das et al., 2023).

The fieldwork experience, known as practicum and internship, is the capstone project for mental health professions and must be completed before graduation. During the fieldwork experience, emerging professionals counsel individuals for the first time under the supervision of more experienced professionals (Eklund et al., 2014). The supervisors for the practicum and internship courses have received training on supervision and are responsible for ensuring standards and competencies are met (CACREP, 2023).

However, supervision of emerging mental health professionals can be highly complex, and supervisors may ineffectively guide supervisees on issues which they are not familiar with (Borders & Brown, 2022). To assist with the challenging tasks of providing supervision in our diverse society, several recommendations and supervisory models have been developed (Chang et al., 2009; Dollarhide et al., 2022; Fickling et al., 2019; Glosoff & Durham, 2010; Hage et al., 2020; Mitchell & Butler, 2021). These recommendations and models include important aspects related to social justice practices.

Problem Statement

During my review of relevant literature, scholars have argued the need for research on effective social justice practices within supervision. The last two decades have produced literature emphasizing the importance of supervisor competence (Crockett & Hays, 2015; Eklund et al., 2014; Hook et al., 2016), advocacy during supervision (Chang et al., 2009; Glosoff & Durham, 2010), and the need for supervision to focus on the recognition of intersecting identities, knowledge of power dynamics within the supervisory relationship, and the use of the Multicultural and Social Justice Counseling Competencies (Dollarhide et al, 2022; Fickling et al., 2019; Mitchell & Butler, 2021). Even with literature emphasizing competence, advocacy, and

a need to focus on social justice related topics, counseling supervisors are without empirically supported knowledge to guide practices on social justice related issues during supervision.

The ACA defines social justice as "the promotion of equity for all people and groups for the purpose of ending oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems" (2014, p. 21). The call to promote equity is even more relevant with the injustices recently identified during the COVID-19 pandemic and social justice movements Black Lives Matter, #Metoo, and LGBTQ+ rights (Das et al., 2023). Through these events, oppression and injustices became more visible and a response from the mental health field is needed.

Practicing from a social justice perspective is necessary for counselors to address the needs of marginalized groups. By incorporating a social justice perspective, counselors gain an awareness of their own attitudes and beliefs and become knowledgeable about the worldviews of others. They develop necessary skills to assess and treat individuals from diverse backgrounds and actively seek ways to advocate on their behalf (Ratts et al., 2015). These practices are essential to the counseling profession and guidance on social justice practices should be implemented during the supervision of emerging counselors (Das et al., 2023).

Despite social justice related additions to counseling ethics, competencies, and standards, there continues to be an absence of research on social justice considerations within supervision. As counseling supervisors attempt to uphold the call to promote social justice practices, they may ineffectively guide graduate counseling students on the development of social justice attitudes, knowledge, skills, and actions (Dollarhide et al, 2022; Fickling et al., 2019; Mitchell & Butler, 2021). Because of this concern, perspectives of supervisors, engaging in supervision from a social justice perspective, should be explored to identify how they assist graduate counseling

students with the development of social justice practices.

Purpose and Research Questions

The purpose of this study was to explore how supervisors, practicing from a social justice perspective, model attitudes and beliefs, knowledge, skills, and actions during supervision of graduate counseling students in clinical settings throughout the United States. This study was guided by the following research questions:

1. How do supervisors guide graduate counseling students on the development of social justice attitudes and beliefs, knowledge, and skills?
2. How do supervisors support graduate counseling students on actions related to social justice attitudes and beliefs, knowledge, and skills?

Research Significance

For this study, insight from supervisors knowledgeable in social justice practices within counseling supervision was needed. These supervisors had at least one year of supervisory experience and supervised practicum and/or internship counseling students during the 2025 Spring or Summer semester. The supervisors had knowledge of social justice practices through research and presentations, teaching experience, and/or continuing education.

The proposed study was intended to assist the field with the understanding of social justice practices within supervision of graduate counseling students. By exploring how supervisors guide and support graduate counseling students with the development of social justice attitudes and beliefs, knowledge, skills, and actions, effective supervisory practices could be identified. These practices could greatly improve the services provided to marginalized groups experiencing injustices.

Operational Definitions

The following definitions describe important terms for this study. These definitions are specific to the counseling profession and the research questions.

Internship – Internship is defined as a "distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills" (CACREP, 2023, p. 34).

Marginalized Populations – "Individuals or groups who were historically and/or are currently underserved or experiencing discrimination. Identification may be based on but is not limited to any of the following: age, generational status, body size, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status" (CACREP, 2023, p.35).

Practicum – Practicum is defined as a "distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship" (CACREP, 2023, p.35).

Social Justice – Social Justice is "the promotion of equity for all people and groups for the purpose of ending oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems" will be utilized (ACA, 2014, p. 21).

Supervisee(s) – Supervisee will be defined as a graduate counseling student participating in a practicum or internship course.

Supervisor(s) – Supervisors will be defined as counselor educators working in a CACREP university, doctoral students enrolled in a CACREP university, or an independently licensed

counselor approved to provide supervision by their state credentialing board. These individuals must have provided at least one year of supervision to practicum or internship students from a diverse background, have knowledge of social justice practices through research and presentations, teaching experience, and/or continuing education, and have provided supervision to graduate counseling students in practicum and internship courses during the 2025 Spring or Summer. The supervision will occur in clinical settings throughout the U.S in either an individual or group format. This definition is utilized to ensure participants have supervision experience, knowledge on social justice practices within counseling, and have recent experience providing supervision to practicum and internship students.

Summary

The increase in social justice issues throughout the nation has created complex mental health concerns resulting in challenges for the counseling field. To effectively serve marginalized populations and adhere to the ethical guidelines established by the ACA, graduate counseling students need additional guidance during the supervision of their practicum and internship courses. With a gap in literature on social justice related practices during supervision, this study will investigate how supervisors are currently modeling social justice attitudes and beliefs, knowledge, skills, and action.

Chapter Two - Literature Review

In chapter two, six sections discussing important aspects of the research study will be provided. To begin with, the conceptual framework will be introduced. The practicum and internship experience and supervisor training will then be described. A discussion on diversity and how it relates to social justice will then be presented. This will be followed by an examination of the current ways mental health professions are implementing social justice considerations. Lastly, this chapter will focus specifically on multicultural and social justice considerations within supervision of practicum and internship students.

Conceptual Framework

This study is framed around the Integrated Developmental Model (IDM) and the Multicultural and Social Justice Counseling Competencies (MSJCC). Together, the IDM and MSJCC provide guidance for supervisors seeking to assist with the development of social justice practices.

Integrated Developmental Model

The IDM is a framework commonly used when providing supervision to mental health professionals in training (Bernard & Goodyear, 2019). This supervisory model is organized by overriding structures, clinical domains, and levels. By utilizing this framework, supervisors can tailor their guidance to the supervisee's specific developmental stage and experience (Stoltenberg & McNeill, 2009).

The overriding structures of *self- and other-awareness: cognitive and affective*, *motivation*, and *autonomy* are the core concepts of the IDM. A supervisee's self-preoccupation, enlightened self-awareness, and awareness of the client's world are assessed in the *self- and other-awareness: cognitive and affective* structure. When assessing these areas, supervisors

consider the thoughts and emotions of a supervisee. Supervisors then determine the supervisees' level of knowledge and ability to utilize this knowledge throughout the counseling process (Stoltenberg & McNeill, 2009).

As a supervisee navigates their clinical training, their levels of interest, investment, and efforts are evaluated in the *motivation* structure. Typically, a supervisee's motivation will be high at the beginning of their clinical training, however, fluctuate as they face complex and challenging tasks. The supervisee's level of motivation is important to understand as it is linked to their ability to learn and practice necessary skills (Stoltenberg & McNeill, 2009).

In the *autonomy* structure, the supervisee's ability to navigate their clinical practice on their own is assessed. This includes assessing their confidence level in knowledge and competence. At the beginning, supervisees are usually dependent on the supervisor. As they gain experience and increase their confidence, supervisees become more independent and learn to navigate situations on their own (Stoltenberg & McNeill, 2009).

Together, the three overriding structures provide guidance for eight clinical domains within the counselor role. These eight clinical domains include *intervention skills competence*, *assessment techniques*, *interpersonal assessment*, *client conceptualization*, *individual differences*, *theoretical orientation*, *treatment plans and goals*, and *professional ethics*. By assessing these specific areas, supervisors focus on meaningful practices throughout the supervisory process (Stoltenberg & McNeill, 2009).

Important tasks related to the counselor role are assessed in each clinical domain. The first domain of *intervention skills competence* considers the supervisee's confidence and abilities during the utilization of therapeutic interventions. Confidence and abilities are also considered in the *assessment techniques* and *interpersonal assessment* domains, which cover assessment tools,

protocols, and interpretation of data. In the *client conceptualization* domain, a supervisee's ability to make sense of the client's history and presenting issues when engaging in the diagnosis process are evaluated. The *individual differences* domain focuses on the understanding of the client's unique background and personality throughout the counseling process. The understanding of theories is assessed in the *theoretical orientation* domain and the framework used to accomplish counseling goals and objectives are considered in the *treatment plans and goals* domain. Finally, in the *professional ethics* domain, the supervisee's application of ethical standards and guidelines during the counseling process is assessed (Stoltenberg & McNeill, 2009).

To ensure appropriate supervision is provided, the IDM utilizes four distinct levels of supervision to coincide with the supervisee's development. These levels are known as levels 1, 2, 3, and 3i. As a supervisee navigates new and complex issues, their developmental stage will vary, and a supervisor may work back and forth through the levels to provide appropriate supervision (Stoltenberg & McNeill, 2009).

Supervisees on level 1 are considered entry-level and typically have limited knowledge and experience across several clinical domains. The lack of experience often causes anxiety and confusion, and they may view themselves as inadequate. However, they are typically very motivated to learn and grow in their new role. Additionally, they are dependent on their supervisor and require constant feedback on clinical domains (Stoltenberg & McNeill, 2009).

Level 2 supervisees have more of an understanding of the clinical domains. They have worked through some challenges and are starting to focus more on the client instead of themselves. This allows them to better understand the client's worldview and gives them an opportunity to develop empathy. As they become more knowledgeable about their role and the

counseling process, their motivation to learn and grow may fluctuate. Some supervisees may continue to have high motivation as they recognize the complexity of their role. Others, however, may have reduced motivation as they question their abilities or observe peers progressing quickly. Supervisees will start to experience dependency-autonomy conflict as they become more confident at this level (Stoltenberg & McNeill, 2009).

After receiving feedback, engaging in reflection on their experience, and participating in deliberate practice, supervisees transition to level 3. Supervisees on this level have acceptance of self and understand their strengths and weaknesses. They have a higher motivation level and are more self-determined. Additionally, they become more independent and are less likely to be influenced by others (Stoltenberg & McNeill, 2009).

In the final level of 3i, supervisees successfully integrate knowledge and skills across the clinical domains. The supervisees understand their personal identities and how their identities influence the counseling process. The motivation level is stable, and the supervisees understands the professional role. Supervisees can move smoothly through each domain independently and their professional identity is well established (Stoltenberg & McNeill, 2009).

The overriding structures, clinical domains, and developmental levels of the IDM allow supervisors to appropriately assess and supervise counselors in training. Using this model, supervisors can tailor their supervision to the supervisee's situation and experience (Stoltenberg & McNeill, 2009). The IDM's focus on development and creativity gives supervisors a valuable framework to use when assisting supervisees with complex and challenging issues (Bellinger & Carone, 2021).

Multicultural and Social Justice Counseling Competencies

The Multicultural and Social Justice Counseling Competencies (MSJCC) were created

after recognizing a need to focus on a client's larger ecosystem, multiple identities, and intersecting statuses (Ratts et al., 2015). This framework, which is organized by quadrants, developmental domains, and competencies, acknowledges the intersection of multicultural work and the awareness of social justice related issues. By incorporating quadrants and adding to the original characteristics and dimensions of the Multicultural Counseling Competencies (MCC), the MSJCC improves multicultural competence while attending to the power differences that are recognized within the counseling process (Ratts et al., 2015).

The four quadrants making up the MSJCC highlight the power differences that exist within the counseling relationship. These quadrants of *privileged counselor-marginalized client*, *privileged counselor-privileged client*, *marginalized counselor-privileged client*, and *marginalized counselor-marginalized client* are used to recognize the power, oppression, and privilege of the counselor and the client (Ratts et al., 2015). Understanding of these quadrants is critical as it allows the counselor to explore the identities and related privileged and marginalized statuses within the counseling relationship. By continuing to assess the back-and-forth power differences that exist between them and the client, counselors have an awareness of the influence of power within the counseling process (Ratts et al., 2015).

Four developmental domains are found within each of the quadrants listed above. The four domains are *counselor self-awareness*, *client worldview*, *counseling relationship*, and *counseling and advocacy interventions* (Ratts et al., 2015). Within the first three domains of the MSJCC are competencies taken from the MCC: *attitudes and beliefs*, *knowledge*, and *skills*. Along with these competencies is a fourth competency known as *action*. The *action* competency was added to the MSJCC to operationalize the other competencies with active steps towards effective and ethical interventions. Together, the development domains and competencies create

specific ways a counselor can grow in multicultural competence and social justice practices (Ratts et al., 2015).

The first, and most crucial, developmental domain of *counselor self-awareness* is at the center of the MSJCC and is the starting place for multicultural competence and social justice practices. In this domain counselors develop self-awareness of their statuses, identities, values, beliefs, biases, power, privilege, and oppression (Ratts et al., 2015). Counselors learn to acknowledge how their attitudes and beliefs interact with society, influence their viewpoint, and create disadvantages or advantages. They also become knowledgeable on historical events, theories, and resources that shape who they are (Ratts et al., 2015). After having this knowledge, counselors obtain skills to critically evaluate and analyze their statuses, identities, values, beliefs, power, privilege, and oppression. Lastly, the proactive counselor takes action to learn more about their statuses, identities, values, beliefs, biases, power, privilege, and oppression by seeking professional development and immersing themselves in their community (Hays & Erford, 2018; Ratts et al., 2015).

In the second domain of the MSJCC, counselors become aware of the client's experiences and worldviews by understanding their statuses, identities, values, beliefs, biases, power, privilege, and oppression. Counselors learn to acknowledge the influence of the client's lived experiences and reflect on disadvantages and advantages the client may have. Also, counselors consider the attitudes and beliefs they may have about working with the client and recognize their own limitations, strengths, and discomforts. Counselors then develop knowledge of research, theories, and communication styles related to the client's background (Ratts et al., 2015). By having this knowledge, counselors become familiar with culturally responsive skills and obtain the skills necessary to work with their clients. Finally, counselors act by collaborating

with their clients and attending learning events, professional development, and community gatherings to learn more about their privileged or marginalized clients (Ratts et al., 2015).

Counseling professionals recognized the importance of this second domain when discussing their work with rural and impoverished clients (Crumb, Haskins, & Brown, 2019). In semi-structured interviews with 15 counseling professionals, researchers heard stories on the significance of discussing the client's lived experiences and worldviews. The counselors interviewed discovered additional challenges that come with limited resources and access to mental health care by listening to the clients and seeking to increase their awareness and knowledge. Surprisingly, however, the counselors also discovered ways their clients were resilient and resourceful by exploring their worldviews (Crumb, Haskins, & Brown, 2019).

The *counseling relationship*, which was added during the development of the MSJCC, is the third domain (Ratts et al., 2015). In this domain counselors gain awareness and knowledge of the client and counselor relationship. The privileged and marginalized statuses come into focus and counselors recognize the way the statuses hinder or help the counseling process. Counselors develop additional knowledge on values, beliefs, biases, and worldviews to understand the complexity of power differences within the counseling relationship. Additionally, counselors develop knowledge on relevant theories and appropriateness of individual counseling and advocacy efforts (Ratts et al., 2015).

The presence of privilege, oppression, discrimination, and stereotypes within the counseling process can greatly influence the interactions between the client and counselor. Because of this influence, counselors acquire important skills related to the assessing of power differences, application of relevant theories, evaluation of counseling interventions and advocacy options, and culturally responsive communication (Ratts et al., 2015). Counselors then act by

having dialogue, collaboration, and exploration with the client about viewpoints and positionalities (Ratts et al., 2015). Also, the counselor may even act alongside the client during community engagements to further their understanding of power differences experienced by the client (Singh et al., 2020).

Awareness and knowledge of power differences within the counseling relationship can be significant when overcoming clinical obstacles. In a study with rural and impoverished individuals, researchers discovered the challenges counselors may experience when developing trust with diverse clients (Crumb, Haskins, & Brown, 2019). Researchers recognized how clients were guarded and hesitant to engage in services due to previous interactions with others. By valuing the counseling relationship and working to become aware, knowledgeable, and skillful, the researchers identified an improved ability to build rapport and help the client overcome this obstacle. Additionally, the researchers reported transparency, and a strong counseling relationship was found to foster transparency and allow the client to be open and honest about lack of basic needs and other mental health concerns (Crumb, Haskins, & Brown, 2019).

For the fourth and final developmental domain, the MSJCC creators included a domain on *counseling and advocacy interventions* (Ratts et al., 2015). The counselor assesses the client's needs on a variety of different levels in this domain. Starting from the intrapersonal level and working up to the global level, the counselor assists and seeks to advocate for the client. The advocacy occurs by employing evidence-based interventions that are culturally appropriate, collaborating with stakeholders, connecting clients with support, conducting research, and taking initiatives to address inequities (Ratts et al., 2015).

This domain can be challenging as it requires the counselor to think outside the traditional counseling process. For example, when connecting a client to supportive individuals

and resources, the counselor may need to collaborate with family, friends, and other individuals from the client's marginalized or privileged groups. Communication with a client's support system may be difficult for counselors as it requires awareness, knowledge, and skills previously discussed (Ratts et al., 2015).

For some individuals, counseling and advocating on multiple levels can provide a significant influence on their future. The benefits of advocating on multiple levels were evident in an article discussing postsecondary education for students diagnosed with an intellectual disability (Cook, 2017). In this article, the researcher discussed the benefits students have whenever school counselors work with them at the intrapersonal, interpersonal, institutional, community, public policy, and global levels. Counselors working with students on these levels can help students develop critical consciousness, more effective communication, and relationship skills (Cook, 2017). The students can also receive equitable resources at the institutional and community levels through advocacy and education from the school counselor. Furthermore, the school counselor can provide education to assist the students with knowledge of barriers at the public policy and global levels (Cook, 2017).

The importance of the fourth developmental domain was highlighted in an article on religious and spiritual social justice advocacy (Mintert et al., 2020). During the discussion of religious and spiritual issues, the experience of negative subtle comments directed at the beliefs of marginalized groups were identified. For these situations, counselors can provide education and counseling at the individual level to help individuals fight against microaggressions. Counselors can then connect them with religious and spiritual leaders for additional guidance. Given the opportunity, the counselor may even become an active voice and advocate for clients by educating community leaders and policy makers on social injustices (Mintert et al., 2020).

The development of the MSJCC provides guidance for counselors working with diverse populations. These competencies added to the previous work of the MCC to further multicultural competence and attend to social justice related aspects. With the relevance of these competencies and an endorsement by the American Counseling Association (Ratts et al., 2015), these competencies will be utilized throughout this study as a guide for social justice practices.

Review of Literature

Practicum and Internship Experience

Prior to completing a graduate degree in the mental health field, graduate students engage in fieldwork supervised by a more experienced professional. This experience, known as practicum and internship, is considered the capstone project as graduate students are given their first opportunity to treat individuals experiencing mental health concerns (Eklund et al., 2014). During this time their supervisor will mentor, teach, and evaluate skills and competencies utilized by the graduate students (Allan et al., 2017).

Practicum and Internship Hours

Counseling graduate students are required to complete certain hours for the practicum and internship experience. This time includes the leading of both individual and group counseling sessions and becoming familiar with a variety of professional activities and resources. For the practicum experience, graduate students must complete a minimum of 100 hours. At least 40 of these hours must be considered direct service hours with clients that allows graduate students to develop their counseling skills. After successfully completing the practicum experience, graduate students will participate in the internship experience. Internship requires students to complete a minimum of 600 hours. At least 240 of their hours must be considered direct services hours with clients (CACREP, 2023).

Supervision Requirements

During the practicum and internship experience, graduate students, known as supervisees in supervisory relationships, are required to participate in supervision. Using either video recordings of their client sessions or live supervision, supervisors evaluate the supervisee's ability to integrate and apply counseling knowledge and skills. Supervisees must participate in weekly supervision throughout their fieldwork to receive feedback and guidance. The supervision includes one hour of individual and/or triatic supervision and one and a half hours of group supervision a week (CACREP, 2023).

Supervisor Training

Providing supervision to practicum and internship students requires training. The training can be obtained through coursework in doctoral programs, professional development workshops, or continuing education seminars. After receiving necessary training, supervisors are more prepared to guide and evaluate practicum and internship students throughout the supervisory process (Bernard & Goodyear, 2019; Corey et al., 2020).

Supervisor Skills

The skills required to provide supervision are a combination of existing skills and supervisory-related skills. Many of the skills a supervisor developed as a counselor can be used in specialized ways to assist their supervisees. Through supervisory training, supervisors learn to model and teach their existing skills to assist with counselor competence (Bernard & Goodyear, 2019).

Supervisors also receive training in supervisory-related skills to assist with their evaluative responsibilities and role as a gate keeper. This training includes knowledge of the supervisory process, supervisory relationship, ethical and legal considerations within

supervision, evaluation methods, and steps to ensure counselor competence. By developing an understanding of the supervisory role and applying related skills, supervisors can appropriately assess supervisees and uphold standards established within the field (Bernard & Goodyear, 2019).

Supervisory Models

During the supervisory process, supervisors utilize models of supervision. These models provide structure and guidance for supervisors as they attend to the needs of their supervisees. Over the years, numerous models have been developed, and supervisors are educated about effective models during their supervisory training (Bernard & Goodyear, 2019; Corey et al., 2020).

Current supervisory models have been organized into three categories. These categories include psychotherapy-based models, developmental models, and integrative models of supervision (Corey et al., 2020). With no one category showing effectiveness for all populations and counseling situations, supervisors should receive training on all three categories (Bernard & Goodyear, 2019; Corey et al., 2020).

Psychotherapy-based models of supervision have been around long before the establishment of supervision as a specialty (Bernard & Goodyear, 2019). These models view the supervisory process through the lens of a specific theory utilized in psychotherapy. Supervisors working from psychotherapy-based models of supervision often teach and model interventions consistent with the theoretical framework they are using. For example, supervisors using a cognitive behavioral model of supervision would likely encourage their supervisees to identify irrational thinking patterns and implement skills to assist the client with functioning. Some of the more popular psychotherapy-based models of supervision include psychodynamic, person-

centered, cognitive behavioral, solution-focused, and family theory (Bernard & Goodyear, 2019; Corey et al., 2020).

Developmental models of supervision focus on the learning process and growth of the supervisee. These models typically have defined stages of competence that progress from a novice level to an advanced level (Corey et al., 2020). By using a developmental model, supervisors assess the supervisee's needs and tailor their approach to match the supervisee's level of competence. The structure of these models allows the supervisor to apply relevant interventions that encourage professional growth (Bernard & Goodyear, 2019). Developmental models include the Integrated Developmental Model, Systemic Cognitive-Developmental Supervision Model, and the Life-Span Model (Bernard & Goodyear, 2019; Corey et al., 2020).

Integrative models of supervision incorporate methods from more than one theoretical model. By using effective methods from multiple theories, supervisors have more flexibility in their approach to supervision. Supervisors using integrative models of supervision can identify relevant interventions that fit their beliefs, the counseling process, and the needs of the supervisee or client. These models of supervision go beyond a single approach to supervision and require supervisors to be familiar with multiple theories. Integrative models of supervision include the Discrimination Model, Common Factors Discrimination Model, and the TEAM-based Supervision Process Model (Corey et al., 2020).

Diversity

Before exploring social justice and social justice related practices within the supervision of practicum and internship students, a discussion on diversity must first occur. Diversity has been described as differences "among social groups such as ethnic heritage, class, age, gender, sexuality, ability, religion, and nationality" (Adams & Bell, 2016, p.3). CACREP (2023), in their

most recent revisions of standards for counseling programs, provided a broader definition of diversity by saying that it includes all aspects pertaining to “intersectional and cultural group identity, including age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status, among others" (p. 33). Through knowledge of diversity within social groups, we gain an understanding of notable group differences and learn to respect and recognize social injustices that may be occurring (Adams & Bell, 2016).

Diversity within the United States

Diversity throughout the United States continues to grow (CDC, 2020; CDC, 2023; Jones, 2022; United States Census Bureau, 2020). This growth has been evident as minority groups have increased in size (United States Census Bureau, 2022), immigration continues to accelerate (United States Census Bureau, 2024), and more diverse groups are being recognized (Casara et. al, 2024; France, 2023; Royles, 2021). Some examples of the growth in diversity are described below.

The numbers from the most recent census show an increase in diversity across the nation. The 2020 census reports a diversity index of 61.1%, which is the chance that two individuals randomly selected in the country would be from a different race or ethnic background. This is a significant increase from the 2010 census that had a diversity index of 54.9% (United States Census Bureau, 2022). The recent census also identified the increasing diversity of younger generations as the most racially and ethnically diverse groups in the country (United States Census Bureau, 2022). Additionally, the census showed higher numbers of individuals in the 65 and older age group. The 65 and older group increased at the fastest rate over the last 100 years and indicates an aging population as well (United States Census Bureau, 2022). The increases in

race, ethnicity, and age demonstrate how the country continues to diversify.

The increase in diversity is evident in other groups outside of race, ethnicity, and age. In a recent Gallup poll regarding sexual orientation and gender identity of 12,000 adults, there was an increase in adults identifying as "Lesbian, Gay, Bisexual, Transgender, or something other than heterosexual" (Jones, 2022, para. 1). The increase from 3.5% to 7.1% occurred over a nine-year period between 2012 to 2021 (Jones, 2022). In a similar report from the Center for Disease Control and Prevention (CDC) on the orientation and identity of youth within the nation, that was an increase in those identifying as Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ). Between 2015 and 2021, an estimated increase of youth identifying as LGBTQ rose from 11% to 26% (CDC, 2023). The significant increases in adults and youth reporting memberships in nontraditional orientations and gender identities shows another layer of diversity that exists within the nation.

One other group growing within the United States are those living with a disability. This group includes those living with mobility, cognition, independent living, hearing, vision, and self-care disabilities (CDC, 2020). Based on findings from the CDC, an estimated 27% of adults are living with a disability. The 61 million adults living with a disability is an increase from previous reports (CDC, 2020).

Furthermore, the growing awareness of those considered neurodiverse is increasing. Neurodiverse individuals have unique brain functioning that separates them from most people (France, 2023). The difference in brain functioning impacts the way they perceive, process, and interact with the world (Camden et al., 2024). Some individuals considered neurodiverse include those diagnosed with autism, attention-deficit/hyperactivity disorder, and dyslexia (France, 2023). In recent years, the movement to acknowledge the neurodiverse population has reached

college campuses (Wilson & Dallman, 2024) and the workforce (Williams et al., 2024).

The growth and recognition of minority groups continues to make the United States a diverse nation. Increases of individuals belonging to groups diverse in race, ethnicity, age (United States Census Bureau, 2022), sexual orientation and gender identity (CDC, 2023; Jones, 2022), and ability (CDC, 2020; France, 2023) are evidence of this diversity. Knowledge of the growing diversity is critical when discussing social justice as it provides understanding of values, experiences, and differences between social groups (Adams & Bell, 2016).

Social Justice

The American Counseling Association (ACA) defines social justice as "the promotion of equity for all people and groups for the purpose of ending oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems" (2014, p. 21). Social justice is the equitable treatment of all individuals regardless of their social group identities (Adams & Bell, 2016; Hays & Erford, 2018). Social justice requires fairness and equality in rights, resources, and opportunities. The challenges of having social justice arise whenever the differences in social groups are "sorted and ranked in a hierarchy that unequally confers power, social, and economic advantages" (Adams & Bell, 2016, p. 4). This unfortunate social practice gives unearned advantages to majority groups and allows them to have privileges over others (Michelli et al., 2023).

From the individual to the global level, marginalized groups experience social injustices through different forms of oppression. This oppression is expressed through racism, ageism, classism, sexism, ableism, heterosexism, and religious oppression. From everyday microaggressions to disparities within education (Flynn, 2020), income (Winston, 2022), healthcare (Eliassen, 2021), and governmental policies (Shiell, 2022), marginalized populations

experience social injustices.

Intersectionality

The oppression and privileges experienced are further complicated by a concept known as intersectionality. Originally developed to understand the racism and sexism experienced by black women, intersectionality considers the many social identities an individual may have and how these identities interact (Crenshaw, 1989). Through the lens of intersectionality, oppression and privileges are made visible as the interactions between race, ethnicity, gender, sex, class, age, disability, and religion come into focus (Else-Quest et al., 2022).

With an increasingly diverse nation, knowledge of intersectionality is critical as more individuals are holding membership in multiple diverse groups. Each membership provides another layer of oppression or privilege and shapes an individual's worldview. Without the understanding of intersecting identities, social justice issues may not be understood (Else-Quest et al., 2033; Ratts et al., 2015).

Furthermore, discussions promoting the understanding of intersectionality are beneficial when training students. By having dilemma-based discussions on intersectionality in classrooms, students begin to understand the oppression and privileges associated with social identities. Class discussions on the intersection of identities, and how these intersections may go against societal norms and laws, allows students to see the challenges of promoting social justice. The discussions on dilemmas related to the intersection of identities will increase a student's awareness of diversity and social justice opportunities in the future (Lee, 2012).

Social Injustices and Mental Health

Unfortunately, marginalized populations are more likely to develop mental health concerns as they experience systemic discrimination, oppression, and other stressors. Because of

mental health concerns, marginalized individuals struggle to complete daily tasks, receive education, obtain employment, and have healthy relationships (Dwanyen et al., 2022; Maura & Weisman de Mamani, 2017; Misra et al., 2021; Taylor, 2019). These concerns are exacerbated by limited access to treatment, language barriers, and poverty. Together, the injustices experienced and challenges of receiving care result in untreated mental health disorders for many marginalized individuals (Hay & Erford, 2018; Maura & Weisman de Mamani, 2017).

Several examples of mental health disparities for marginalized populations within the United States have recently been reported. Blacks, Hispanic/Latino, and Other non-Hispanic groups were more likely to experience depression and substance use during the pandemic than those identifying as White (CDC, 2021). Hispanic/Latino and Other non-Hispanic groups were also more likely to experience suicidal thoughts or ideation. These disparities in mental health concerns were linked to social inequities and discrimination within the living and working environments (CDC, 2021). During a survey of mental health concerns for adults identifying as lesbian, gay, bisexual, and transgender (LGBT), the United States Census Bureau identified an increased likelihood of depression and anxiety when compared to non-LGBT adults. The increase of depression and anxiety among LGBT adults were found across all ages, however, were most evident in the 18-29 and 30-44 age groups (United States Census Bureau, 2022). Lastly, mental distress for individuals with a disability is five times more likely when compared to those without a disability (CDC, 2023). The distress experienced is related to limitations in daily life and diminished healthcare services (CDC, 2023). These recent examples show the disparities in mental health for marginalized groups within the United States.

Marginalized individuals are less likely to participate in treatment even though they are at higher risk for mental health concerns (Dwanyen et al., 2022; Misra et al., 2021). This

unfortunate statistic is related to stigmas marginalized individuals often experience when attempting to receive care. To address the stigmas related to mental health care, researchers have suggested a need for advocacy, education, and community outreach programs that target marginalized groups (Bailey et al., 2022; Jackson et al., 2023; Maura & Weisman de Mamani, 2017; Misra et al., 2021).

Furthermore, marginalized individuals tend to report trust issues when receiving mental health care (Maura & Weisman de Mamani, 2017; Misra et al., 2021). This mistrust has been linked to past discrimination and biases within the mental health system, current experience of discrimination and stereotyping, and a lack of competence and understanding of cultural differences by the provider (Maura & Weisman de Mamani, 2017; Misra et al., 2021; Nicdao et al., 2023). Since marginalized individuals tend to mistrust mental health providers and the mental health system, additional time on rapport building, validation of concerns, and improvements in practices should occur (Dwanyen et al., 2022; Johnstone, 2021; Maura & Weisman de Mamani, 2017).

Social Justice Considerations within Mental Health Professions

The focus on the mental health care for marginalized groups has led to revisions throughout the mental health field. These revisions include multicultural and social justice considerations in ethics, competencies, and educational standards for mental health professions. In this section, I will discuss the revisions of these documents to provide an understanding of the multicultural and social justice considerations utilized.

Guidelines and Standards for Counselors

The counseling field recognized the need for multicultural competence and social justice practices several decades ago. Evidence of this recognition is illustrated in an article that

introduced the MCC. The MCC adopted a multicultural perspective to assist with cross-cultural competence and ethical practices (Sue et al., 1992).

The MCC focused on the use of key characteristics and dimensions to improve cross-cultural competence of counselors and psychologists (Sue et al., 1992). MCC characteristics include counselor awareness, understanding the worldviews of a culturally different client, and the development of appropriate strategies and techniques. Within these characteristics are the three dimensions of attitudes and beliefs, knowledge, and skills that guide the development of cross-cultural competence (Sue et al., 1992). The MCC eventually became the gold standard for research and treatment of culturally diverse individuals and the foundational work for the creation of future guidelines and standards (Ratts et al., 2015).

Nearly 100 articles related to work with culturally diverse individuals were published during the decade following the introduction of the MCC. These publications discussed the importance of cultural considerations and gave scholars additional avenues to explore. Through this exploration, knowledge of social justice related issues grew, and scholars highlighted the importance of advocacy during the counseling process (Gonzalez-Voller et al., 2020).

Advocacy from the counseling profession is visible in the daily work of counselors as they help clients overcome social barriers in employment, schools, and the community settings (Toporek et al., 2009). However, with a need to ensure the advocacy efforts were ethical and effective, the ACA's leadership in the 1990s pushed for additional guidelines. These guidelines were needed to assist counselors with advocacy efforts in all settings across micro and macro levels.

The Advocacy Competencies were eventually developed after several publications on advocacy and the creation of a task force (Toporek et al., 2009). These competencies provide

guidance for counselors acting with and acting on behalf of clients to overcome systemic barriers (Lewis et al., 2003). Counselors utilizing the Advocacy Competencies were given guidance on ways to empower, advocate for, and educate others on the micro level of the individual to the macro level of social and political arenas. The Advocacy Competencies would earn endorsement from the governing body of the ACA and become the official guidelines used for advocacy efforts (Toporek et al., 2009).

In 2014, the counseling field took additional steps to focus on social justice practices. One of these steps was the addition of the promotion of social justice in the ACA Code of Ethics. This addition was pivotal as it placed an emphasis on the requirement for all counselors to not only know about social justice, but to promote social justice. The 2014 ACA Code of Ethics also included a definition of social justice that reads "the promotion of equity for all people and groups for the purpose of ending oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems" (2014, p. 21). That same year, the Association for Multicultural Counseling and Development (AMCD), a division within the ACA, established a committee to revise the MCC. The committee from the AMCD eventually created the Multicultural and Social Justice Counseling Competencies (MSJCC) in 2015 (Ratts et al., 2015). The combination of the revisions to the Code of Ethics and the development of the MSJCC were significant steps toward the movement of social justice practices within the counseling profession.

The field's accreditation standards have also had social justice related revisions (CACREP, 2023). CACREP, the organization that governs requirements for master and doctoral counseling programs throughout the nation, made these changes in their 2024 standards. The changes went beyond their previous requirements of considering cultural and social aspects and

included language on diversity, equity, inclusion, and belonging. The additions of these principles are visible throughout the standards and require programs to adopt a more intentional approach to social justice related topics (CACREP, 2023). Furthermore, CACREP recognized the influence and effects of disabilities. Additions discussing disabilities required programs to provide knowledge and skills necessary to serving those living with a disability (CACREP, 2023).

Guidelines and Standards for Other Mental Health Professions

Like the counseling profession, counseling psychologists have recognized the importance of social justice related practices in their field. Dating back to the inception of the profession, counseling psychologists sought to become social change agents and improve the treatment for marginalized groups (DeBlaere et al., 2019). Evidence of their desire to be social change agents was the publication of the Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists in 2002. The initial version of these guidelines came after 22 years of research and collaboration to improve the work with culturally diverse groups (APA, 2017).

Since the creation of the Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, language recognizing cultural differences has been incorporated into their ethics, Ethical Principals of Psychologists and Code of Conduct (APA, 2017), and accreditation standards, Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures (APA, 2019). These documents include specific guidelines for the awareness and respect of a person's cultural differences. The most recent revisions of these documents continue to add language about cultural differences and build standards established in 2002 (APA, 2017; APA, 2019).

Social Workers have also incorporated guidance and standards to reach diverse individuals. In their most recent revision of ethical guidelines published by the National Association of Social Workers (NASW), the importance of culture diversity and social justice practices were listed (NASW, 2021). These ethics discuss the pursuit of change for the oppressed, the importance of knowledge on oppression and diversity, and the assurance that individuals have access to resources and services within an ethical principle on social justice (NASW, 2021). NASW also published the Standards and Indicators for Cultural Competence in Social Work Practice. This publication discusses cultural competence and the importance of self-awareness, cultural humility, knowledge of cultural beliefs, appropriate use of skills, and advocacy (NASW, 2015).

Additionally, the field has several accreditation standards that cover practices of diverse individuals within social work programs. These standards are developed by the Council on Social Work Education (CSWE) and include standards that discuss values, engagement, and integration of practices and approaches related to anti-racism, diversity, equity, and inclusion. Also, the CSWE discusses the importance of using a social justice lens when applying policies (CSWE, 2022).

Assessment Tools Related to Multicultural and Social Justice Practices

During the development of guidelines and standards related to social justice practices, the need for assessment tools measuring competence became evident (Hays et al., 2020). Initially, published assessment tools focused on multicultural competence using guidance from the MCC. These assessment tools include the Multicultural Counseling Inventory (Sodowsky et al., 1994); the Multicultural Awareness, Knowledge, and Skills Survey-Counselor Edition (Kim et al., 2003); and the Cross-Cultural Counseling Inventory–Revised (LaFromboise et al., 1991). Later,

assessment tools recognizing other social identities and the importance of advocacy would be developed.

One of these social justice focused tools, the Privilege and Oppression Inventory (POI), assesses privilege and oppression across several social identities. The POI consists of an 82-item inventory that rates a participant's awareness of privilege and oppression through a 6-point Likert rating. By considering other diverse identities and assessing for oppression, the POI became one of the first assessment tools to consider a social justice perspective (Hays et al., 2007).

Leaning more toward advocacy, another tool, the Social Issues Advocacy Scale, was developed several years later (Nilsson et al., 2011). Now on the expanded version, the Social Issues Advocacy Scale-2 (SIAS-2) focuses on the fairness and equity of marginalized individuals and advocacy activities to promote change. This 78-item scale considers eight subcategories that explore relationships, advocacy, commitment, awareness, ability to confront injustices and discrimination, and self-efficacy. Using a 5-point Likert rating, the SIAS-2 allows participants to respond to questions with answers ranging from never to always (Marszalek et al., 2017).

Finally, another tool with a social justice perspective is the Social Justice Scale (SJS), a 24-item scale developed using Ajzen's theory of planned behavior (Torres-Harding, 2012). With the four factors of attitudes towards social justice, perceived behavioral control, subjective norms, and behavioral intentions, the SJS focuses on an individual's "attitude toward social justice and related constructs" (Torres-Harding et al., 2012, p. 77). Originally developed to promote activism and social justice activities, the SJS covers key areas and considers a social justice perspective (Torres-Harding et al., 2012).

The development of these assessment tools assists with the identification of awareness,

advocacy, and attitude towards social justice related principles. By utilizing these tools, individuals become more familiar with key aspects related to social justice practices. However, the POI, SIAS-2, and SJS are not specific to the mental health field or supervision of graduate students.

Multicultural and Social Justice Considerations within Supervision

Supervision of emerging mental health professionals can be highly complex, and supervisors may ineffectively guide supervisees on issues with which they are not familiar with (Borders & Brown, 2022). To assist with the challenging tasks of providing supervision in our diverse society, several recommendations and proposed supervisory models have been developed (Chang et al., 2009; Dollarhide et al., 2022; Fickling et al., 2019; Glosoff & Durham, 2010; Hage et al., 2020; Mitchell & Butler, 2021). These recommendations and proposed models include important aspects of social justice practices and the use of the MSJCC.

Cultural Differences within Supervision

The supervisory relationship includes the cultures of the supervisor, supervisee, and the client. Due to the likelihood of there being differences between cultures, the influence of these differences should be explored.

The influence of different cultures of origin within the supervisory relationship was assessed during interviews with six supervisors and six supervisees (Killian, 2001). The findings identified an avoidance of discussion on cultures by supervisors and concluded that the culture of origin influences the relationships between the supervisor and supervisee. The avoidance of discussion influenced the client in parallel processes as the supervisee typically uses skills modeled during supervision (Killian, 2001). To assist with the understanding of avoidance on the topic of culture of origin, the supervisors' hesitancy was explored. The responses showed that

some supervisors viewed culture of origin as a risky topic and preferred to use caution when discussing culture in supervision. The results also show how supervisees from culturally different backgrounds can feel isolated and unsupported during their field work experience (Killian, 2001).

In a similar study with 69 minority students supervised by white supervisors, researchers examined the relationships between role difficulties in supervision, counseling self-efficacy, and perceived prejudice. Findings from the study show that prejudice was significantly correlated with both role ambiguity and role conflict, leading to uncertainty in specific areas of the supervision process (Nilsson & Duan, 2007).

The impact of sexual orientation as a cultural difference was explored within the supervisory relationship of 74 supervisors and supervisees at a large western university in the U.S. (Allan et al., 2017). The influence of the supervisors' sexual orientation and the differences in perception on addressing sexual orientation issues during supervision was investigated. The results of the study found no correlation between a supervisor's sexual orientation identity and their perception on exploration of awareness, knowledge, and development of skills. However, the study did find a significant difference between supervisors' and supervisees' perceptions of the supervisor's explorations of awareness related to issues of sexual orientation during the counseling process (Allan et al., 2017).

The increasing number of languages in the U.S. provides another layer of differences within the supervisory relationship. In an article discussing bilingual counseling, researchers discussed the presence of over 350 languages in the country (Seto & Forth, 2020). Due to the many languages spoken, counselors are required to spend a significant amount of time translating information into a primary language. Counselors are also experiencing increased anxiety when

attempting to speak in a secondary language (Seto & Forth, 2020). These challenges add to the complexity of learning the counseling profession and will be important to consider during the supervisory process.

Supervisor Qualities within Supervision

The cultural competence of supervisors providing supervision to practicum and internship students is important. In a review of supervision provided for school psychologists, researchers highlighted the need for supervisors to receive training and continuing education on multiculturalism (Eklund et al., 2014). The need for supervisors to provide a safe place for supervisees to voice cultural concerns, encourage supervisees to receive ongoing cultural education, and model cultural competencies during supervisory sessions were identified. Furthermore, the researchers emphasized the importance of multiculturalism training to ensure effective supervision was provided (Eklund et al., 2014).

Thoughts on the perspectives of supervisees were examined to identify effective supervisory practices related to multicultural issues. During interviews with 102 practicum students, researchers found education on cultural issues and culturally appropriate case conceptualization and treatment planning as the most common supervisor interventions utilized. These interventions assisted with the understanding of multicultural counseling and were likely to lead to modifications in the treatment approach (Soheilian et al., 2014).

In a comprehensive study involving 221 counseling students enrolled in a practicum or internship course, researchers assessed the relationship between a supervisor's multicultural competence and the working alliance within supervision, self-efficacy of the supervisee, and the supervisees' satisfaction of supervision (Crockett & Hays, 2015). The results show a strong working alliance whenever the supervisor was perceived to have multicultural competence.

Counseling students also reported an increase in self-efficacy and satisfaction in supervision when the working alliance was strong. These results are consistent with previous research and show the importance of multicultural competence for supervisors (Crockett & Hays, 2015).

In a review of research related to multicultural competence for supervisors, researchers recognized the need for the concept of cultural humility to be present in supervision (Hook et al., 2016). Cultural humility, an attitude that involves increased self-awareness and having an other-focused perspective, is a key component to the development of a multicultural orientation. Supervisors possessing cultural humility can enhance their supervisee's ability to have a multiculturally focused development (Hook et al., 2016). In scenarios provided by researchers, modeling in supervision was utilized and the supervisees were taught to develop cultural humility by engaging in outside activities and experiences. Furthermore, the researchers concluded that supervisors must continue to be in a state of multicultural learning and welcome discussions on culture. Utilizing a constant state of learning and discussions on culture creates an environment where cultural issues can be discussed with respect, which assists the supervisees with development of values and knowledge (Hook et al., 2016).

The use of multicultural complexity, which is a comprehensive viewpoint that considers the identities and social locations of the client and supervisee, was discussed in another study about supervisory concepts for multicultural competence (Peters, 2017). The author argues that no one multicultural approach is appropriate for every counseling and supervisory relationship. Since a single multicultural approach is not appropriate for every relationship, the proposal of a multicultural complexity stance and action plan that involves self-discovery from the supervisor and supervisee, development of skills, and continued learning and implementation was discussed (Peters, 2017).

Proposed Supervision Models

Over the last two decades, scholars have proposed models to enhance the competence of supervisors and supervisees. In an early article discussing the assessment process, which is often at the beginning of therapy, the challenges of assessing individuals from a different cultural background were highlighted (Allen, 2007). Because of these challenges, a multicultural assessment supervision model was proposed to adopt a multicultural approach to assessments. The proposed developmental model utilizes basic concepts from multicultural training, which includes the knowledge, skills, and attitudes of the supervisor and supervisee. The model emphasizes the importance of culturally competent practices from the supervisor to move the supervisee from intensive supervision, involving knowledge transfer, to a more independent practice. This developmental model includes a focus on informed assessment interpretation, multicultural writing, and culturally congruent assessments (Allen, 2007).

Going beyond the assessment process, scholars considered the entire supervisory process and created a model that combines three important concepts (Ober et al., 2009). The Synergistic Model of Multicultural Supervision integrates Bloom's Taxonomy of Educational Objectives, the Heuristic Model of Nonoppressive Interpersonal Development, and the MCC. The use of the three concepts allows supervisors to promote the development of cultural competence through self-reflection, cognitive complexity, and structured interventions. Moving through sequential and hierarchical stages, supervisees develop awareness and skills necessary for cultural competence (Ober et al., 2009).

More recently, supervisory models that focus on multicultural issues of diverse counseling students have been developed (Asempapa, 2019; Li et al., 2018). For example, while considering challenges Asian International students face during graduate programs, the benefits

of using the IDM has been discussed (Li et al., 2018). The IDM is a multilayer and multidimensional model that assesses a supervisee's development throughout the supervision process. This model consists of three structures that include motivation, autonomy, and self- and other-awareness. Supervisors determine the level of these structures through the lens of eight clinical domains. These domains include intervention skills competence, assessment techniques, interpersonal assessment, client conceptualization, individual differences, theoretical orientation, treatment plans and goals, and professional ethics. Together, the structures and domains allow supervisors to assess the influence of cultural factors on four developmental levels. By using this model, supervisors have a comprehensive and systemic way to assess Asian International students (Li et al., 2018).

In contrast to the sole use of a single supervisory model, the need for a mentoring program in conjunction with the Discrimination Model Reconceptualized has been proposed (Asempapa, 2019). The use of a mentoring program would assist international students with the transitions into the country's educational and cultural systems. By mentoring international counseling students throughout the duration of the counseling program, the scholar suggests improvements with self-efficacy and productivity during the practicum and internship courses (Asempapa, 2019).

During a discussion on the use of the MSJCC for clinical supervision, the idea of changing the MSJCC's developmental domains was proposed and the Multicultural and Social Justice Clinical Supervision Model was created (Fickling et al., 2019). By substituting *supervisor* for *counselor* and *supervisee* for *client*, this approach seeks to address some of the social justice issues that exist within counseling supervision. The first domain, *supervisor self-awareness*, outlines the importance of self-reflection and having supervisors aware of their intersections. By

having this awareness, the supervisor will have the ability to "broach multicultural and social justice dynamics" (Fickling et al., 2019, p. 311). The second domain focuses on the supervisee's worldview and encourage supervisors to gain knowledge on the historical events and current sociopolitical elements that shape the supervisee's perspective. In the third domain, *supervisory relationship*, supervisors are encouraged to foster a safe and respectful environment. Honest dialogue about cultural and social justice issues can occur by engaging in humility and establishing a safe space. In the final domain, *supervision and advocacy interventions*, supervisors collaborate with supervisees on injustices and supervisors are encouraged to apply interventions that can be helpful outside the traditional supervision setting. These interventions and advocating can occur at different levels as the supervisory process occurs (Fickling et al., 2019).

Another model, the Social Justice Supervision Model, was developed with guidance from the MSJCC (Dollarhide et al., 2020). Working from a four-step approach, the Social Justice Supervision Model allows supervisors to focus on social justice related work in every supervision interaction. This begins with a supervisor's self-evaluation as they engage in critical reflection. Supervisors then utilize broaching and cultural humility as they allow supervisees to explore their identities. Supervisors begin modeling and teaching social justice related skills once the supervisees have increased their awareness. From here, the supervisee implements social justice practices during the counseling process. The four-step approach then finishes with processing from the supervisor and supervisee on the use of social justice practice in supervision and during counseling with clients (Dollarhide et al., 2020).

Lastly, a comprehensive model focusing on social justice and the utilization of a socioecological perspective has been proposed (Mitchell & Butler, 2021). The Multicultural

Integrated Supervision Model (MISM) incorporates the MSJCC with the traditional Integrative Developmental Model. By combining the competencies with the developmental model, the scholars established specific developmental levels and listed out supervisee characteristics and supervisor interventions for each. The MISM moves from an introduction of the MSJCC, at level one, to the full integration of the competencies at the highest level. In the end, by using this model as a guide, a supervisor can attend to the intersection of beliefs, values, and identities to improve the supervisory alliance. Additionally, the MISM provides ongoing feedback to supervisees as it targets six specific tenets to increase multicultural competence. These focus areas allow the counselor to consider the client's worldview and include advocacy interventions (Mitchell & Butler, 2021).

Summary

This chapter discussed many important topics for the research study. First, a discussion on the use of the IDM and the MSJCC for the conceptual framework occurred. Then, a literature review of relevant topics was provided. In the literature review, the practicum and internship experience and supervisor training were described. The continued growth of diversity, which allows for an unequal distribution of power between social groups, was also examined. This unequal distribution of power creates social justice issues as marginalized groups face oppression and discrimination. Because of these injustices, individuals from marginalized groups are at an increased risk for mental health concerns. To address these growing concerns, mental health professions have recently applied multicultural and social justice considerations to guidelines, standards, ethics, and assessment tools. These considerations are then used to guide graduate level courses and field work for students in the mental health field.

However, there continues to be a lack of research on effective social justice practices

within counseling supervision. Because of this, supervisors may ineffectively guide supervisees throughout the practicum and internship experience. This has led to additional challenges for supervisees that are seeking to provide effective care to individuals from diverse backgrounds. To assist with these challenges, specific supervisor qualities have been discussed along with proposed supervisory models that consider a social justice perspective.

Chapter Three - Methodology

The current chapter will cover the purpose and research questions, overview of the methodology, research design, data collection, data analysis, and trustworthiness and credibility. I will describe the selection process for participants and the use of interviews for data collection. I will also provide details on the storage and management of data and the process of analyzing the narratives.

Throughout this chapter, I will include methods taken to ensure trustworthiness and credibility. I begin this chapter by presenting the epistemology, interpretivism theoretical perspective, and my positionality and assumptions to acknowledge the lens I have when collecting and analyzing the research data.

Epistemology

I utilized a constructionism epistemology throughout this study. Constructionism is the belief that human beings engage with the world around them as they construct meaning. This epistemology is neither objective nor subjective; however, it is the belief that objectivity and subjectivity are brought together to create meaning (Crotty, 1998). Constructionism epistemology guides most qualitative research as it highlights the importance of using interactions with the world to develop meaning (Bhattacharya, 2017). By utilizing a constructionism epistemology, perspectives of the supervisors can be explored to determine how they make sense of their social justice practices within counseling supervision.

Interpretivism Theoretical Perspective

This study utilized an interpretivism theoretical perspective to explain the experiences of counseling supervisors. From the original work of Max Weber, who sought to connect human sciences with understanding, interpretivists search for understanding instead of developing

explanations (Bhattacharya, 2017). Within the interpretivism framework, there are three orientations when considering social science research. These orientations consist of symbolic interactionism, phenomenology, and hermeneutics (Bhattacharya, 2017; Crotty, 1998). For this study, an interpretivism phenomenology orientation was utilized as it invites us to revisit our experience of a phenomenon to allow for new meanings to emerge (Crotty, 1998).

Through the work of many, the interpretivism phenomenology stance has developed into an effective framework to understand the lived experiences of a phenomenon. Edmund Husserl, who challenged researchers considering only external stimuli during research, introduced the importance of lived experiences and studying a phenomenon through the lens of consciousness (Laverty, 2003). Adding a focus on *being* and the world around us, Martin Heidegger included a need to understand the relation we have with things we encounter (Gibbs, 2010). These approaches will be useful when working with counseling supervisors as they consider interactions between their world, the world of the counseling student, and the client's world. Building on these viewpoints, Amedeo Giorgi discussed the degrees of freedom consciousness can take when considering perspective of others (Aanstoos, 1996). Similar to Giorgi, van Kaam's work focused on the feelings one has when experiencing a phenomenon (Bhattacharya, 2017). With the importance of considering perspectives of others and focusing on feelings experienced, this approach will allow for more in-depth understanding of the supervisors' experiences.

Researcher Positionality and Assumptions

The understanding of one's positionality is necessary for those wishing to educate or inform others. By knowing and understanding your positionality, you can clearly and accurately express your point of view, or conclusion, to those not completely familiar with your social identities, history, or experiences (Coghlan & Brydon-Miller, 2014). Without articulating your

positionality, your audience may struggle to comprehend or misinterpret the information you are attempting to communicate. Additionally, knowledge of your positionality allows you to be aware of power differences and biases that exist. This knowledge is important as the role of the researcher typically involves positions of authority or of one making decisions (Coghlan & Brydon-Miller, 2014).

I gain a more comprehensive understanding of the perspectives and experiences I take into my research by examining my positionality. With the social identities of Latino, heterosexual, Christian, and middle class, I acknowledge the many privileges and biases I have. Unlike some, I have always had access to basic necessities, a choice in the places I have lived, where I went for health care needs, and what religious service I wanted to attend. Awareness of my privileges and biases towards others increased during the times I have counseled marginalized individuals. Through these experiences, I learned about some biases and the power and privileges associated with my social identities.

During the years I have counseled ethnically diverse, impoverished, and disabled individuals, I noticed a gap within the counseling field related to the ways counselors attend to social justice issues. Practicing from the foundation of the MSJCC and a person-centered approach, I recognized a lack of awareness of attitudes and beliefs, knowledge, skills, and actions that should be considered when serving marginalized groups. This unfortunate gap is a significant concern as it creates inequitable care and unethical practices.

In the summer of 2020, the concern of inequitable care and unethical practices became a trending topic as the United States experienced social justice protests. These protests brought awareness to some disparities in treatment of racial and sexual minority groups. The awareness of these issues forced people to have difficult conversations on social injustices marginalized

individuals face (Buchanan et al., 2020; Rosenblatt, 2020).

Throughout the year following the social justice movement in 2020, I spoke with colleagues and masters' students in practicum and internship courses about cultural differences and found that many were not assessing for social justice related issues. As we discussed individual identities and related power differences within the counseling relationship, it was obvious that many lacked self-awareness and understanding of worldviews. Almost all of those with whom I spoke lacked knowledge and skills needed to reach, serve, and advocate for those experiencing social injustices.

Because I believe we should assess social justice issues when providing counseling, I have decided to pursue research related to social justice issues within the supervision of graduate counseling students. The focus of this research is on supervision of graduate counseling students as these students are the future of the counseling field. By improving their ability to reach, serve, and advocate for marginalized individuals, positive changes for the future of the counseling field are likely to occur.

This area is of personal interest for a couple of reasons. First, as a young counselor, I did not feel prepared when counseling individuals with diverse backgrounds or intersecting identities. As I searched for ways to serve these individuals, I realized that many of my colleagues lacked the knowledge and skills necessary to serve marginalized populations. Because of the lack of knowledge and skills during this time, I have always had an interest in strengthening the supervision of graduate counseling students. Additionally, I seek to improve the services offered to marginalized populations. As a future counselor educator, I desire to improve the counseling profession's ability to meet individuals where they are and not engage in practices that alienate or harm others.

Purpose and Research Questions

The purpose of this study was to explore how supervisors, practicing from a social justice perspective, model attitudes and beliefs, knowledge, skills, and actions during supervision of graduate counseling students in clinical settings throughout the United States. This study was guided by the following research questions:

1. How do supervisors guide graduate counseling students on the development of social justice attitudes and beliefs, knowledge, and skills?
2. How do supervisors support graduate counseling students on actions related to social justice attitudes and beliefs, knowledge, and skills?

Overview of Methodology

In qualitative research, in-depth inquiries are utilized within a small population sample to understand individual experiences (Bhattacharya, 2017). These inquiries allow the researcher to examine a phenomenon that impacts a particular group. Unlike quantitative research, which generalizes or predicts findings by identifying trends across larger samples, qualitative research focuses on the lived reality of individuals (Mills & Birks, 2014).

An inquiry of experiences of counseling supervisors occurred to understand the social justice phenomenon within supervision of practicum and internship students. This inquiry allowed for meaning making of the participants' stories and provided answers to how these participants model social justice attitudes and beliefs, knowledge, skills, and actions during counseling supervision.

Currently, counseling supervisors are navigating social justice related issues in unique ways due to a shortage of research on the topic and social justice issues being complex (Merlin-Knoblich et al., 2022). Because of this, a qualitative approach was necessary to explore the

current ways supervisors are guiding and supporting graduate counseling students on social justice practices within supervision.

A narrative inquiry was utilized to capture perspectives of supervisors regarding social justice practices during counseling supervision. Narrative inquiry is a collaboration between the researcher and participants and involves the gathering of personal narratives that are contextualized in a specific time and location. By hearing these narratives, researchers gain an understanding of lived experiences as the participants retell their stories (Clandinin, 2013). Through the analysis of these narratives, researchers come to understand the ways participants interpret a phenomenon (Bhattacharya, 2017). Notable scholars associated with this methodological approach include Donald Polkinghorne (1995), D. Jean Clandinin (2013), and Jeong-Hee Kim (2015).

Narrative inquiry includes several different types of ways to study storied experiences. The narrative inquiry type utilized in this study was thematic narratives. Thematic narratives are the collection of told stories to understand how individuals make meaning of their experiences. These stories are then analyzed through an inductive process to identify common themes that answer the research questions (Kim, 2015).

Researchers place themselves in a three-dimensional space that allows them to unpack the storied phenomenon. This three-dimensional space includes the temporality, sociality, and place dimensions. Researchers consider past experiences, examine how the past influences the present, and explore how the past and present shape future perceptions in the temporality dimension. For the sociality dimension, researchers consider the social self of the participants and the relationships and interactions they have within their stories. These interactions can be with others, the community, or the society. The third dimension of place considers the social

settings and environments in which the story takes place. Together, these dimensions are explored simultaneously to understand the phenomenon being investigated (Clandinin, 2013).

Researchers continue to use the narrative inquiry three-dimensional space as they view the analysis process. By attending to the three dimensions, researchers can observe the interruptions, disruptions, gaps, and silences of the shared experiences between them and the participants. Describing the observations allows the audience an opportunity to enter the research text and see the complexities of each narrative (Clandinin, 2013). Since this study explored the different perspectives of the participants, I utilized the three-dimensional space during the analysis process to help understand each experience.

Research Design

Narrative inquiry involves the gathering of personal narratives that are contextualized in a specific time and location. By hearing these narratives through a series of interviews, I gained an understanding of the lived experiences as the participants retell their stories. I then analyzed the narratives, using an analysis of narratives, to understand the commonalities participants are using during supervision. The sections below describe the process of selecting participants and discuss the steps utilized to collect and analyze the narratives.

Participant Selection

Criterion sampling was utilized to select the participants for this research study. The criterion sampling strategy allows the researcher to select participants with specific characteristics. The experiences within the selected group can then be compared and explored to better understand the research phenomenon (Schreirer, 2018). Utilizing the criterion sampling strategy allowed me to select supervisors who are knowledgeable in social justice practices, have at least one year of supervision experience, and who have recent experience supervising

practicum or internship students in clinical settings throughout the U.S. By using a criterion sampling method, I was able to meet the standard of having participants that are likely to provide substantive answers to the research questions (Saldaña, 2011).

I initially sent a request for volunteers to participate in the study to the Counselors for Social Justice (CSJ) and Association for Multicultural Counseling and Development (AMCD) listservs within the American Counseling Association. With only two volunteers meeting criteria, an additional request for volunteers was sent through the Counselor Education and Supervision Network (CESNET) listserv. These requests (Appendix A) included a brief description of the study, participant criteria, interview requirements and compensation, researcher's contact information, and anticipated start date for data collection. Since the study focused on social justice practices within supervision, the CSJ listserv was an appropriate source as the recipients are likely to have knowledge and experience with social justice related issues in counseling. The AMCD listserv was utilized as the AMCD was pivotal in the development of the MSJCC and includes individuals who are knowledgeable in the counseling of marginalized groups (Ratts et al., 2015). For this reason, the AMCD listserv became a second recruiting source to reach counselors who meet the criteria for participation. Additionally, the CESNET listserv was utilized as the third recruiting source as it is a professional networking listserv for counselors, supervisors, and counseling educators.

Participant Screening

Once potential participants contacted me to volunteer for the study, the screening process began to determine their eligibility for the study. I sent a demographic questionnaire to each participant via email. The demographic questionnaire (Appendix B) asked about ethnic background, age, gender, sexual orientation, marital status, education, area where supervision

was provided, supervision experience, training or research in social justice practices, and social justice actions taken. After questionnaires were returned, four participants from differing demographics were selected. Each of the participants were sent an informed consent (Appendix C). They were asked to review, sign, and email the signed copy to me prior to the scheduling of interviews.

Additionally, participants were informed of compensation for their participation in the research. For each interview, participants received $25 for their time. This money was paid for by the researcher's personal funds at the conclusion of the data collection. Participants received a gift card with the total amount of money earned throughout the research study.

Participant Characteristics

All four participants identified as being female, heterosexual, and from the middle class. They have all completed training in social justice practices, engaged in advocacy, and are licensed in their states. The participants also provided recent supervision to a diverse group of graduate counseling students within the United States.

The participants differed in age, ethnic background, marital status, education level, years of supervision provided, and location of supervision. The participants' age range was from 30-46 with one participant age 30, one participant age 34, one participant age 41, and one participant age 46. One participant identified as Filipino American/Asian American, one as Black, one as White, and one as Puerto Rican. Two participants were married, one was divorced, and one was engaged. Two participants were doctoral students and two had completed their doctoral degree. The years of supervision ranged from 2.5 years to 13 years with one participant providing 2.5 years of supervision, one providing 5 years of supervision, one providing 7 years of supervision, and one providing 13 years of supervision. The locations of supervision varied from two

different states on the east coast and two different states in the Midwest.

Data Collection

The data collection process details the steps a researcher takes to gather information about the phenomenon being investigated. To hear the ways the participants are modeling social justice attitudes and beliefs, knowledge, skills, and actions, I conducted semi-structured interviews. These interviews occurred through Zoom and appropriate steps were taken to ensure privacy and confidentiality. Throughout the interviewing of participants, I completed analytic memos to reflect on my beliefs and thoughts.

Piloting of Interviews

Prior to the initial interview, I completed a piloting process of the questions on the interview protocol (Appendix D). The piloting process involved a discussion of my research questions with members of research committee to simulate the interviews with the participants (Maxwell, 2018). Piloting the interviews allowed me to improve wording, identify potential gaps, and generate better questions (Merriam & Tisdell, 2015).

Interviews

Interviews were scheduled after receiving signed informed consents from the participants. The interviews were the primary data collection method used in the study, as they provide an effective way to understand personal experiences and lives of others. In narrative inquiry, less structured interview questions are utilized to allow participants the freedom to tell their stories (Brinkmann & Kvale, 2018). These less structured interviews also provide an opportunity for the researcher to collaborate and ask follow-up questions for clarification (Clandinin, 2013).

Each participant participated in four interviews to ensure enough data was obtained to

answer the research questions. The interviews lasted less than 90 minutes in length and occur within a 60-day period. Evening and weekend times were offered to provide flexibility in scheduling.

I conducted the interviews through Zoom to increase availability. The Zoom invite along with an outline of items to be discussed was sent to the participants prior to the scheduled interviews. Participants were asked to be in a location that is comfortable and free of distractions during the interviews. I was in an office setting that minimized distractions and ensured privacy and confidentiality.

Respect and courtesy were given as I established comfort, equity, and security throughout the interviews (Saldaña, 2011). I assumed a listener role and allowed the participants to do most of the talking (Durdella, 2019). During the interviews, I attempted to bracket presumed shared experiences to have a better understanding of the participants' perspectives (Bhattacharya, 2017; Gubrium et al., 2012). All the while, I was aware that as an inquirer, "we are in the midst" of the research and are not objective bystanders (Clandinin, 2013, p. 43). While engaging in the interviews, I collaborated with the participants as they retold their lived stories about their experiences.

During the initial interview, I discussed specifics of the study and allowed the participants to ask questions. A review of the informed consent, research purpose and questions, data collection methods, and data storage was discussed. Each participant was asked to create their own pseudonym to protect their confidentiality (Durdella, 2019). If they did not wish to create one, a pseudonym was assigned. This pseudonym was used when discussing the participant throughout the study and as a label for data storage.

Interview protocols were utilized during the four rounds of interviews to guide the

discussion. The interview protocols consisted of easily understood interview questions designed to answer the research questions (Flick, 2018). Open-ended questions were utilized throughout the development of the protocol to best capture the individual stories of the participants (Merriam & Tisdell, 2015). These questions were organized into a semi-structured format that covers the narrative inquiry three-dimensional spaces related to the research questions. This format provided the researcher with flexibility to follow up on hunches, intuition, and participant answers (Durdella, 2019). To ensure the participants' stories are well understood within the narrative inquiry commonplaces (Clandinin, 2013), questions regarding experiences, social events, and places related to the modeling of social justice attitudes and beliefs, knowledge, skills, and action were asked.

Data Security

Interviews were recorded and properly stored to ensure confidentiality. Each interview was recorded on Zoom and participants were asked permission to record prior to initiating the recording. If a participant preferred not to participate in a recorded interview, they were given the option to opt out of the research study. The recordings were saved on a password protected removable storage device immediately following the interview. The recordings were deleted from the removable storage device after the transcriptions were reviewed by the participants for accuracy. Any identifying information was removed from the transcriptions to ensure confidentiality. Also, the transcriptions were labeled with the participant's pseudonym, date, and time of the interview.

The interviews were transcribed by use of a transcription service and self-transcription. I initially transcribed the interviews by utilizing a transcription service, Otter Ai, and reviewed each transcription through the self-transcription process. Once the transcriptions were reviewed

for accuracy, they were sent to the participants for verification and final say on accuracy (Merriam & Tisdell, 2015).

Analytic Memos

I reflected on the information provided and completed an analytic memo after each interview. These memos discussed my interpretation of the data and included personal thoughts and experiences during the data collection process. By recording this information, I became aware of personal experiences during the inquiry (Clandinin, 2013).

Using semi-structured interviews, I collected participants' stories to answer the research questions. I piloted the interviews before engaging in the data collection process and took steps to ensure confidentiality and privacy. These interviews produced interview transcripts and analytic memos. Together, these sources of data allowed for triangulation, which is a strategy that considers multiple forms of data to understand a phenomenon (Flick, 2018).

Data Analysis

Qualitative data analysis is a process in which the researcher makes sense of the research data (Durdella, 2019; Merriam & Tisdell, 2015). Through the lens of the researcher's epistemological and theoretical frameworks, relevant literature, and the study's research questions, the data is analyzed (Durdella, 2019). This process occurs throughout the research study and typically involves phases consisting of consolidating or organizing, reducing, and interpreting data (Durdella, 2019; Merriam & Tisdell, 2015).

Narrative researchers search for meaning by analyzing and interpreting stories of the participants (Kim, 2015). As participants tell and retell their stories, researchers attempt to place themselves in the lived experiences being described (Clandinin, 2013). This requires collaboration with the participants as they experience the phenomena (Clandinin & Connelly,

2004). The researcher attends to the three-dimensional space as they collaborate with the participants to see the gaps, interruptions, and silences in the shared experiences. Throughout the study, the experiences, influences of social conditions, and related spaces for the participants and the researcher were considered when analyzing and interpreting data (Clandinin, 2013).

Multiple forms of field texts, such as interview transcripts and memos, were collected during this study. These field texts were used to understand meaning making and to retell the participants' stories (Clandinin, 2013). Because the participants had recent supervisory experience, there was an opportunity to come alongside and understand the participants' approach.

Additionally, as narrative researchers analyze the research texts, they continue to utilize the temporality, sociality, and place dimensions. Having the three dimensions as a foundation also allows the researcher an opportunity to explore and negotiate multiple meanings with participants (Clandinin, 2013). By attending closely to the three-dimensional space, narrative researchers allow the complexity of stories to be known to the audience and gives readers an opportunity to "rethink and reimagine the ways in which they practice and the ways in which they relate to others" (Clandinin, 2013, p. 51).

Considering the research purpose and questions, the perceptions of the participants were analyzed using an analysis of narratives. Analysis of narratives is a paradigmatic approach characterized as moving from storied experiences to common elements (deMarrais & Lapan, 2004). This type of data analysis fits individual experiences into a larger pattern by arranging findings into common themes (Kim, 2015). The researcher uses the participants' stories as a basic unit of analysis to identify shared themes or common elements (deMarrais & Lapan, 2004). Because the research purpose was related to the perception of the collective group of participants

interviewed, the use of the analysis of narratives method was appropriate to uncover commonalities that exist within the unique experiences of participants (Kim, 2015).

Durdella's Three Stages

I utilized Durdella's (2019) three stages of preliminary data analysis, thematic data analysis, and interpretation as a guiding structure during the analysis process. In the initial phase of preliminary data analysis, the researcher begins to identify and segment codes while transcribing interviews and writing analytical memos about insights and thoughts. The development of follow-up questions and proper storage of data will also occur in this phase. During the thematic data analysis phase, segmenting of codes continues, and the researcher begins to identify emerging themes within the data. These themes are identified by linking coded segments as the researcher reviews transcripts and memos from the interviews. Lastly, the interpretation phase involves an exploration of relationships between the emerging themes, and the researcher can draw conclusions and engage in verification (Durdella, 2019).

Preliminary Data Analysis Phase

Participants' experiences will be organized into chronological order, and the preliminary data analysis phase starts immediately following the initial individual interviews (Durdella, 2019). I attended to the temporal, social, and place dimensions (Clandinin, 2013) while analyzing the responses of the participants to identify codes and potential follow up questions. I wrote analytic memos after each interview to identify personal insights, tensions, and reflections (Saldaña, 2011). These memos served as an audit trail during the analysis process to increase awareness of biases, assumptions, and preconceptions (Merriam & Tisdell, 2015).

I continued to view things through the three-dimensional lens and began the process of coding as I became familiar with the data. Notes on the temporal, social, and place dimensions

were made on each transcript to ensure I attended to each area (Clandinin, 2013). The beginning process of coding occurred after each interview and initially consists of an open coding method and eventually transitions to values coding. The open coding process is when the researcher considers any data that is interesting or relevant to the research questions (Merriam & Tisdell, 2015). This data may be a phrase or single word that is responsive to the research questions (Merriam & Tisdell, 2015).

Values coding occurred following the identification of relevant codes. Values coding identifies attitudes, beliefs, and values related to the guiding and supporting of social justice practices (Saldaña, 2011). These codes were labeled and tracked by use of a computer-aided qualitative data analysis software, MAXQDA, to enhance data storage, collaboration, and trustworthiness (Durdella, 2019). Additionally, as the coding process occurred, I attempted to be aware of my preconceptions to avoid a process known as forcing data (Roulston, 2014). Forcing data occurs when a researcher searches through data to find information that supports their preconceptions (Roulston, 2014).

After developing initial codes, I collaborated with the participants. Meaning making within the codes was explored while considering the three dimensions of narrative inquiry (Clandinin, 2013). As this process occurred, notes regarding the coding process were recorded as well as follow up questions on areas needing clarification and emerging themes. The specific codes and follow-up questions were discussed during following interviews with the participants for member checking (Durdella, 2019; Merriam & Tisdell, 2015).

Thematic Data Analysis Phase

Additional rounds of coding occurred after each interview. The identification of coded segments began to be linked together during the thematic data analysis phase. As the thematic

data analysis phase progressed, members of my research committee and I collaborated to identify, confirm, and group codes into themes. Throughout this phase, notes on the grouping of codes and relationships identified were recorded. Emerging themes were labeled and discussed with the participants. This collaboration allowed for member checking and an opportunity for participants to clarify meanings gathered from their told stories (Kim, 2015).

As the participants answered follow up questions, I assessed for saturation to determine if enough data has been gathered to answer the study's research questions (Merriam & Tisdell, 2015). Analytic memoing occurred immediately after the conclusion of the interview. Transcripts were completed through the combination transcription method and sent to participants for review.

Interpretation Phase

After receiving the final transcripts, the interpretation phase occurred as I made sense of the research data. Transcripts, memos, notes, and identified themes were utilized during this time. Attempts to establish relationships between common themes occurred as awareness of preconceptions were present. Additional notes during this process were recorded and I discussed these in the findings for transparency (Kim, 2015).

Trustworthiness and Credibility

Throughout the analysis of narratives, strategies to establish research trustworthiness and credibility were utilized. These strategies are necessary as they ensure accurate interpretation of participants' views. This occurs through collaboration and verification with the research participants (Cope, 2014). I utilized bracketing, analytic memos, and audit trails to increase my awareness of bias, assumptions, and preconceptions during this time. For accuracy and credibility, I conducted multiple interviews, reviewed transcripts, and engaged in member

checking. During the identification of codes and themes, two different coding processes, and a computer-aided qualitative data analysis software were utilized. Additionally, I assessed for research saturation to ensure transferability.

Summary

The methodology utilized for this study was presented in this chapter. After presenting the epistemology, interpretivism theoretical perspective, and my positionality and assumptions on the research topic, I revisited the purpose and research questions. I then discussed the use of a narrative inquiry, and the three-dimensional space, to capture perspectives of supervisions on the modeling of social justice attitudes and beliefs, knowledge, skills, and action.

The research design and utilization of a criterion sampling strategy were presented and discussed. I provided information on the use of interviews to collect the data and outlined how I ensured data security. The use of analytic memos was also discussed.

For the analysis of the data, I discussed the use of the analysis of narratives and Durdella's three stages. Throughout each stage, I outlined how I coded the research data to identify trends within the narratives. Also, I described the use of bracketing, analytic memos, audit trails, and member checking to ensure there was trustworthiness and credibility. Moving on to the next chapter, I will present the participants' narratives and relevant themes identified.

Chapter Four – Presentation of Narratives

The brief narratives described in this chapter provide insight into the lived experiences of each participant and their desire to incorporate a social justice perspective in counseling supervision. These narratives were collected over four rounds of interviews focused on the participants as individuals, counselors, and counseling supervisors. Pseudonyms were utilized in these narratives, and all identifying information was removed to ensure privacy and respect. I italicized the actual words of the participants to make a clear distinction when presenting the narrative.

Alexis

Alexis is a 41-year-old Black heterosexual female who resides in a state on the east coast. She often spoke about her identity as a Black woman and said, "*there are intersectional identities in me that have led to discrimination and mistreatment, and so my personal experiences in different spaces probably sparked that social justice piece before I even knew what that word was or what that term was*."

From an early age, Alexis has been the person who *"recognized that something was not fair and tried to advocate for myself or other people*." Her middle school years were particularly significant as she began to read material related to social justice and became more aware of the discrimination she experienced.

> *One game, I remember my parents just pulled me and we left because the referees were not treating our school and our team fairly. So, I think that's kind of when I realized what was happening around me. Because when we would go kind of out of my bubble of my area of town to other areas of town to do things, I realized that, okay, they're not playing fair. They're treating us differently. Why are they treating us differently when you know*

we won or we're winning or we're doing well. And so, I think as a younger child, I kind of noticed that outside of just like reading history and learning social studies and that stuff, that's when it became real, because I experienced it.

The discrimination Alexis experienced motivated her to learn more about social justice and ways she could assist others.

Alexis' early life experiences inspired her desire to make positive change, engage in social justice work, and advocate for others.

I read books, and I watched documentaries. I learned a lot about the Civil Rights Movement. I asked my parents and my grandparents about their experiences so I could get first-hand knowledge. I visit different states and go to their historical museums to learn about different things. And so, I think I'm a student first to kind of figure out what is happening, what happened before, what worked, what didn't, and then I try to incorporate that into how I feel about a situation.

Using these educational resources and experiences, Alexis continued to increase her knowledge and understanding of social justice related issues.

When discussing her social justice foundation, Alexis emphasized the importance of advocacy. She attributes her commitment to advocacy to an early experience in college when she advocated for change.

Oh, I participated in a sit in during my undergraduate time because Black students were being treated differently than White students on campus. So, I think that was probably the first time where I felt like I had enough people around me who recognized that something was not fair, or that people were being mistreated or treated differently. And so, I was around a group of like-minded people who wanted to try to evoke some sort of change.

And so, I think that that was probably the first time that I really stood up in a group for something that I was passionate about, that I recognized was an inequity on campus.

This early experience was significant as Alexis discovered the power of advocacy. Additionally, she recognized the value of group advocacy as she united with others to influence change.

Eventually, she attended a doctoral counseling program that focused on social justice practices. Here, she continued to increase her understanding and knowledge of social justice principles within counseling. After graduating and becoming a counselor, she recognized the importance of the counselor role when supporting those experiencing social injustices. "*And so being a counselor, I felt like I had a little bit more power, because I can help my individual clients to advocate for themselves."*

Alexis described ways she learned to support clients experiencing social justice related issues and considerations a counselor should make before engaging in advocacy.

It's two-fold. I think, on one end, you want your clients to be independent and advocate for themselves. And so, for a lot of situations, especially in the session, I go over different ways that the client can advocate for themselves, work around the system, navigate the system, find resources that can support them if they're experiencing different barriers or challenges. And so, in that regard, is helping the client to learn how to navigate the system themselves but first checking with them to make sure they even want to because I may see the challenge and they may not even see it as a challenge. They just may complain, or it might not be as big of a deal to them as it is to me, but if it is a challenge, helping them to learn how to navigate it or advocate for themselves in those situations. But outside of that, if I start to notice a trend back to that, if I have the power to do something for a specific challenge or a specific cause, then I try to find ways that I can

get involved to support my clients or to support people like my clients who are experiencing those challenges.

Alexis adopted the approach of empowering clients and encouraging them to advocate for themselves when they experience social injustice. However, she acknowledged the importance of speaking with clients before considering advocacy as they may view their situation differently.

Alexis then spoke about her attempts to stay informed on social justice topics and issues. She believes this knowledge allows her to understand the client and the systems they are apart of.

And so, I would just say professional development, within reason. I try to stay current with current events and news so that I can learn what's going on, and I can be aware, especially when I see clients or when I see work with counselors or students that might be experiencing things that are happening in the country that are impacting them. So, I try to make sure that I'm aware of those things as well. But I think it would stick to news, professional development, and courses.

Without continuous professional development and knowledge of social issues occurring throughout the country, Alexis finds it difficult to support clients as they experience social injustices.

As she transitioned into a supervisory role, Alexis described the parallel effect and importance of understanding the perspective of the practicum and internship students as well as the individuals they work with. *"What I do hear with this person, the experience that I give this person, or the information that I help this person to learn or see, extends way past just the two of us.* When supervising practicum and internship students, she has been taught to "…*look at things from a lens of diversity, equity and inclusion, to look at power structures, to look at social*

structures, to see how they impact clients, how they impact the counselors themselves, or the counselors in training."

Alexis elaborated on the supervisory relationship and discussed the multiple roles she utilizes, how she models social justice practices, and how her approach may influence practicum and internship students. Utilizing both a teacher and counselor role, Alexis will encourage student growth and recognition of social justice practices. Her professional experience of writing books on advocacy and presenting at conferences allows her to integrate social justice practices with ease as she provides supervision. *"And so, I think it just comes up in conversation when I ask supervisees about what's happening with their clients, what's happening in their community, what trends are they noticing when it comes to different topics."*

She also spoke about her approach in supervision and how it may influence practicum and internship students down the road.

> *I would hope that it helps them to not have tunnel vision of you know, I have to get this diagnosis, and this is the treatment for this diagnosis, and that's it. They're able to understand that their client is a part of a system, and their client has world views, and their client is impacted, maybe not always, and maybe not locally, but I would hope that down the line, it helps them to see the bigger picture when they're working with clients. And understand that this person is coming in with a whole set of experiences that might be like or different than mine. But I need to understand how they all interact with their mental health and what they're coming to me for help for and how I help them, and how*

they view me in this process. So, I would hope that it helps them to see the client, one as an individual, but also as an individual in a larger system.

Alexis often discussed the individual client and viewing them within a social system. By incorporating this focus in supervision, she hopes to increase her supervisees' understanding of social issues that may be occurring.

In our last interview, Alexis reflected on her seven years as a counseling supervisor. She spoke about her growth and current views on the supervisory process.

I think initially, like my motivation for getting my doctoral degree, I felt like it would give me some sort of power to do stuff. Once I got this title or this role, I would be able to support others or make change, or people would listen to me more than they would with my master's degree. And I kind of learned that while it has been valid and I have been able to move into different spaces as a supervisor, my power was there. And so, whether I had a doctoral degree or the title, the things that I'm doing, I probably would be doing anyway. And so, as a supervisor, I've kind of learned of, you know, my internal interests, what I can do, and the power behind what would occur naturally without that title. And then, in terms of working with students, I've had some students who have had a block, or they haven't been able to see things, or they approach internship and practicum with the viewpoint or their life experiences, which may be limited, and when they get into a different setting, they're able to see situations in a totally different light. And so, with supervisees, I think it has been helpful with some of them who've had totally different experiences going into sites, working with clients or working with students, and actually having them pay attention to some of the underlying things. And so, they stop seeing their clients or their students as others, and they really try to immerse themselves and what

might be happening and what they can do and what their identity means, and how their identity might interact with their students or their clients. And so, I think that's probably been one of the biggest experiences in helping students or supervisees who may have had limited life experiences or may not have had a lot of interaction or even interest in diversity or social issues and having them uncover those through their work with clients or with students.

Alexis recognized the voice she has as a supervisor and the ways this role can positively influence graduate counseling students. In the supervisor position, Alexis will encourage students to immerse themselves with others to gain valuable experiences and knowledge.

Alexis continues to utilize her experiences and knowledge to make positive changes. She is currently working on another book on advocacy and often volunteers her time for research studies. Through her participation in this study, she hopes to provide guidance for new supervisors incorporating a social justice perspective. She believes supervisors need to engage in their own *"internal work as well"* and *"model some of these actions."*

Anne

Anne is a 30-year-old White heterosexual female who resides in a state in the Midwest. She is currently a doctoral student that is passionate about social justice practices within counseling. During our initial interview, Anne described a childhood that lacked social justice

understanding. *"I grew up in the Midwest, in a poor neighborhood. So, it ended in my family in general. It wasn't really a focus."*

Anne first became aware and informed of social justice concepts when pursuing higher education. During an internship for her undergraduate degree, she recognized differences related to identity and privilege when working with individuals in a correctional facility.

> *And I was really met with the inequity in the world, so I think that was the first time I really started to notice that. And that made me sad, and I felt for those people who were being treated differently based on identity and lack of access to resources. So that was when I decided I wanted to work with that population and to advocate for them. So that forced me to reflect on my own privilege, unearned privilege, and kind of instilled this desire to be an advocate and to make change.*

This experience allowed Anne to engage in critical self-reflection and notice inequities that were occurring.

Shortly after, while pursuing her master's degree in counseling, her understanding of social justice issues within the country increased. This occurred when she was required to move to a southern state and learn about things she only read in books. She recalled seeing *"... these plantations, and like, people are having weddings at these plantations, and it's just, like, it kind of opened my eyes to a lot of things that were going on in the world."* Additionally, around this time, another significant event occurred that raised Anne's interest in social justice.

> *When the pandemic happened, when George Floyd was murdered, and that just kind of like, that was the like, oh, this is a huge and serious thing. This is impacting so many people. People are being murdered. This is something bigger than just me and a client,*

one on one in a room. That's, I think, where the big identity shifted, and I knew there was more that I needed to do than just me having a conversation with a client in a room.

These experiences and social events created a passion for Anne to advocate for others and be a voice outside the counseling room.

After having these experiences and completing her master's program, she continued to have an interest in social justice and decided to pursue a doctoral degree from a counseling program that focused on social justice. In this program, Anne completed an advanced multiculturalism course that was especially beneficial. She often spoke about the discussions they would have in class and how much she learned about different populations.

My goodness and reading real, vulnerable, painful stories, and not just the like superficial. Here's what you need to know about this population, and here are some stereotypes, you know. So, there were a lot of really hard, vulnerable conversations, and I think that set the tone for it being okay. And also, it being very hard, and having these conversations and being an advocate isn't easy.

Real accounts of the injustices marginalized populations experience strengthened Anne's desire to incorporate a social justice perspective in her work.

As a counselor, Anne discussed ways she incorporates social justice knowledge and the skills she utilizes to assist clients. She talked in length about ways to broach social justice topics in counseling sessions and her belief that social justice is a significant piece in the counseling relationship.

So, as a counselor, working with clients individually, social justice comes up first and foremost, because every client that's coming into session is coming within the lens of

society, their personal experiences, culture context, and all that. So, they cannot function outside of that.

Anne recognized the influence of society and culture on a client's worldview. She emphasized the importance of understanding these influences as they impact her approach in counseling.

When her clients experience social injustices, Anne believes it's important to *"acknowledge"* and *"validate"* those experiences, as this allows space to discuss the injustices. She then spoke about different theoretical approaches she may utilize and how she is sensitive to the client's worldview and presenting issues.

Through the counseling of diverse populations, Anne also recognized the importance of advocacy and spoke about different ways she has advocated for others. When speaking about her work with *"trans clients,"* Anne discussed the value of establishing relationships and working together to bring awareness. She described two events she organized to assist this group.

I planned a couple of events, tabling events in the community to bring awareness, connect them to our resources, but really just show the campus that we see those students and we want them to come to us to kind of like break the stigma.

Engaging in community events to promote awareness became a passion for her. From these events, Anne was able to build meaningful relationships and connect with those experiencing social injustices.

As she transitioned into a supervisory role, Anne continued to incorporate a social justice perspective and discussed her first experience educating graduate counseling students.

I was responsible for making sure they were being multiculturally competent counselors and social justice advocates. But that's a huge shift. I had never done that before, and I do think that takes social justice to a completely different level. That's not just me. It's me

educating somebody else to do it also, and why it's so important, and why it's in the code of ethics, and how you do this in session, and all that stuff.

Anne believes advocacy is a critical part of engaging in social justice practices. The education she provides on this topic allows her graduate counseling students to improve their competence and understanding of ethical responsibilities.

At the beginning of the supervisory process, Anne spoke about the importance of acknowledging identities and talking about how they may influence the relationship. She spoke about different supervisees and unique challenges they had to overcome, regarding their identities and beliefs.

...so broaching my identities and my supervisees' identities there in the very beginning of supervision to give us a foundation of where we're coming from. And then within their work with clients, constantly incorporating that into conversations, when we're conceptualizing clients, when we're treatment planning, when we're talking about the therapeutic relationship, diagnosis, all of that. Making sure it's infused and creating space for those conversations.

By having conversations on identity at the start of supervision, Anne believes social justice topics are easier to broach in subsequent supervision sessions.

In response to several questions, Anne provided examples from her supervisory experience and spoke about the complexities of incorporating a social justice perspective. Even though she believes full competence in this area is never achieved, she talked about her attempts to improve the competence of those she supervises and the benefits of consultation.

So, I have never had to supervise someone without consultation or a team of people to help me. So, I think that has been great, being able to talk with other colleagues and get

different perspectives. I found it really helpful to have different perspectives in the people I'm consulting with.

Consultation allows Anne an opportunity to talk through the challenges of guiding her supervisees on the use of social justice practices. She spoke about the unique views of her colleagues and the value of hearing different perspectives.

Anne continues to counsel individuals from diverse backgrounds and provide supervision to practicum and internship students. She plans to finish her doctoral program soon and continue her work as a counselor educator. During our last interview, Anne provided guidance for future supervisors and talked about the importance of modeling vulnerability, especially when mistakes are made.

Gabriella

Gabriella is a 34-year-old Filipino American/Asian American heterosexual female who resides in a state on the east coast. She is currently a doctoral student with experience supervising counselors in the school and clinical settings. Gabriella often spoke about injustices occurring around her and ways she brought awareness of these issues.

As a child of immigrants from the Philippines, she became aware of social injustices early in life as she observed and experienced them herself. These life experiences provided valuable knowledge and insight into the injustices people are currently experiencing in the country.

Both of my parents came to the U.S. in the 80s, and I see a lot of the issues going on, like affecting me, but also people I care about. And, you know, just as a human being, like

having compassion and empathy for others and seeing how a lot of these issues going on, especially like politically, are affecting others.

At an early age, Gabriella described herself as being *"sensitive"* and *"empathetic"* to the struggles of others. When hearing about her family members battling issues with the healthcare system, watching people experience violence on television, or listening to current events on the news, Gabriella felt a desire to help.

Gabriella's understanding of social justice is formed by her personal experiences and stories from others. She spoke about *"being a woman of color, and then also having friends and family members and other people I care about who are from, like, historically marginalized backgrounds."* She also discussed her curiosity on the topic and researching social justice related stories through various new sources.

I look at a wide variety of things. I try to look up things on like, in terms of news articles, I try to look up things with the Associated Press. I go to NPR. I also like to go to, I don't know if I'm saying their name, right, Reuters. And I also like to go to the BBC. And I actually can speak German. So sometimes I go to German websites as well too, like Deutsche Welle. And I look, I also follow some Filipino news sites as well, like Rappler and GMA News. So, you know, I don't stay like, within, like the U.S., but I also look at international news sources as well. And then also, of course, you know, ABC, CBS, and CNN.

Learning about various social injustices occurring throughout the world allows Gabriella to be well informed.

When discussing her understanding of social justice issues across the world, Gabriella talked about the importance of having her beliefs challenged. She emphasized the need of

hearing from people who *"disagree with me"* to be more informed about social justice issues. Gabriella believes this allows her to strengthen her beliefs on key issues.

Gabriella's interest in helping others eventually lead to a career as a school counselor. In this role, she provided therapeutic services for youth and engaged in advocacy.

> *I'd always been very passionate about social justice, especially in developing youth and helping a lot of youth develop their own voices. I also was a club sponsor for a couple of student-led organizations. So, at the first school I worked at, I was a sponsor for a group called Positively Acting Wildcat Students, PAWS club. And this was an organization where the students came up with different ideas about different issues going on within, like, affecting our school community. And, also, whenever there were any, like, natural disasters going on, or if there's, you know, any winter weather issues, the students would come up with ideas, and I would help develop them. Like, okay, maybe we can do a drive for that. We can collect food, and I also like promoting some of these drives and things going on. And then the second school I worked in, I was a sponsor for an anti-racism club. And in that group, we did some awareness types of activities so that the school community could be aware of different social justice issues affecting everyone.*

Her role as a school counselor provided opportunities to empower youth and increase their understanding of social justice.

Gabriella's views on social justice practices for counselors were explored, and she discussed how you cannot *"separate the two."* She spoke about social issues and how they may influence both the client and counselor.

> *So, I think it's important to take into consideration social justice to be able to serve clients. And, you know, not just that I feel like it's very inadequate of us if as counselors if*

we don't see clients from this overarching lens, and we don't see them in terms of where they fit in with the systems that they live in.

Without an understanding of social issues and how they influence a client's functioning, Gabriella believes counselors are unable to provide adequate counseling services.

When her clients experience social justice related issues, Gabriella discussed the importance of advocacy. *"I see myself as an advocate for them, especially if they might not be aware of the different resources and supports out there."* She talked about the importance of collaborating with others to link clients to resources in the community. Also, she emphasized the need to instill hope and encourage them to make positive changes.

Gabriella later became a supervising counselor and discussed her experiences educating graduate counseling students. She spoke about her goal of educating counseling students on social justice and supporting them as they implement related practices. Furthermore, Gabriella spoke about her focus on identity and highlighting the unique backgrounds of the client and graduate counseling student.

Gabriella then discussed her approach to supervision and ways she will support and guide practicum and internship students. She understands the complexities of incorporating a social justice perspective in counseling and spoke about her role in guiding graduate counseling students with ethical practices.

...if there isn't some correction that's made, like, early on, they're going to continue to, like, perpetuate this into their future counseling practice, which can cause harm to the future clients and populations that they're going to work with. And also, I think it's important for us as supervisors in like gatekeeping, in a way, so that we prepare them for these populations and communities that they're going to serve, yet at the same time,

protect those future clients that they're going to work with too, so that they're not going to be doing any harm.

Gabriella recognized the importance of providing correction to graduate counseling students as they learn to counsel individuals from marginalized backgrounds. She emphasized the use of ethical practices and her responsibility to be a gatekeeper if her supervisees engage in harmful practices.

Utilizing research on supervisory models, Gabriella incorporates a social justice lens and models social justice practices when supervising practicum and internship students. She discussed the use of these models and how they provide *"the language that's necessary and needed to explain how to be more equitable and socially just within the counseling process."* Additionally, Gabriella spoke about advocacy and the encouragement she provides for graduate counseling students to be active in their counselor role.

So just encouraging them to recognize that they also have the power to take steps to, you know, to take part in social justice advocacy work. And reminding them that social justice doesn't have to be this huge thing like, you know, even by writing a letter or by signing a petition. Also, picking up the phone, calling someone, or even having a conversation with some family member or friend who might not be as informed about different issues can help.

The use of specific supervisory models and continuous encouragement to advocate on behalf of clients allows Gabriella to incorporate a social justice perspective during all her supervisory sessions with graduate counseling students.

When asked to reflect on her growth as a supervisor in guiding others in social justice practices, Gabriella discussed many topics. She talked about her initial experience as a

supervisor and not having the knowledge of certain supervision models to assist with social justice practices. As she thought about her supervision sessions, Gabriella said she could *"try to make it equitable, so that the supervisee feels that they can also come to me for help."* Additionally, she stated, *"I think also a way that I've grown is being mindful of the personality, as well as, you know, the identities of the supervisees, and also adjusting the supervision accordingly."*

Gabriella is currently finishing her doctoral degree and searching for ways to help others. She is focused on educating future counselors and continues to increase her understanding of social justice practices. During our final interview, she was asked to give advice to counseling supervisors that are trying to implement a social justice perspective. Gabriella expressed the need to do *"your own work first,"* have an *"open mind,"* and have an awareness of *"current events, politics, and news."* She hopes that through her shared experiences, counseling supervisors can understand the importance of engaging in these practices.

Latte

Latte is a 46-year-old Puerto Rican heterosexual female who resides in a state in the Midwest. As a person from Puerto Rico, she spoke about the early influence of social justice on her life and described social justice as *"how we can be fair with everyone, and how I see myself, not just a person for a minority status, but also I like to feel that everyone has the same opportunities."* Latte shared her unique experiences and the belief that social justice is connected to her values from childhood and religious beliefs as someone practicing from the Catholic faith.

> *I will think, you know, and that's an interesting question, because the way that my parents raised me, and especially because I'm Catholic, I never saw the way that I behave outside for being like a social justice. It was, it's part of how I like to treat others and how I like*

to be treated, so that it comes more as my values, the way of seeing the people. And when I was hearing what I know later, when in my education, in my training, I said I don't see necessarily as something different. I see it as the way that I was raised, to treat other ways, fairness, to share what we have. If we have a place in our table and someone doesn't have anything to eat, let's bring that person to our table and try to be nice to other, because it's what God want us to be.

For Latte, social justice practices were part of her upbringing and her cultural norms.

As she reflected on her experience with social justice, she talked more about her upbringing outside the United States and how social justice attitudes and beliefs align with her cultural beliefs.

Coming from a very small area where a lot of the people care naturally, from our own culture and for others, I see the difference. Here in the United States, everyone is very individualistic, and it's not natural that people help others or for many, many reasons, and I respect that. But I come from a very open culture where we receive people from different nationalities.

Latte recognized the influence of her cultural beliefs to focus on the needs of others and how this focus differs from those raised in the United States.

She also discussed other influences including her work with non-profit organizations. During her work with different non-profits, she was able to *"speak with people and help them and do case management with people that were immigrants, illegal immigrants, people from different populations, different age, different status, women, males, name it. I can see their*

vulnerability." These experiences allowed her to understand the perspectives of others as they experienced a lack of resources and support.

For the development of social justice knowledge and skills, Latte discussed the importance of speaking with those from diverse backgrounds. She referenced conversations with others and the benefits of sharing stories. *"I have colleagues that are transgender, Black, and Asian. Having different conversations. And, of course, speaking to different students that are international."*

Additionally, she spoke about the importance of continuing education and staying informed on the subject.

> *I've been going to the National Association of Multicultural Rehabilitation Concerns conference since I was a doctoral student. So that conference has been helping me shape more about my social justice, who I want to be, our role in the society, and where we are as professionals.*

Attending annual conferences allows Latte to stay informed on social justice topics and practices she should incorporate.

Because of her knowledge of social justice and natural tendency to care for others, Latte's counseling style includes the assessment of a client's basic necessities. She believes this is an important step for those practicing from a social justice perspective and discussed the use of Maslow's Hierarchy of Needs.

> *And when the people come to counseling, yes, we do mental health counseling, but also we need to work in all the aspects of the individual. And that includes career counseling, prevention of services, and advocacy so they can know and realize that just a person is not about their mind. If they have eaten, if they have employment, all the things will*

matter toward their mental health. So, for me, it's about what can I get from my own culture, my identity, who I am as a person, and then how I bring that to the table.

By addressing the basic needs of her clients, she is eventually able to identify underlying mental health issues she can assist with.

When her clients experience social justice related issues, Latte likes to encourage them to use their voice. Through encouragement and support, Latte believes clients can learn to advocate for themselves. She provided an example of this when discussing a client that was struggling to get a medical procedure. As Latte guided this client, they were able to feel empowered and move forward with their healthcare needs.

Latte's focus as she transitioned into the supervisory role continued to be on the services provided to the client. She spoke about the need of the supervisees to engage in *"self-exploration"* and know who they are before counseling others. For this to occur, Latte believes she needs to provide a safe environment during supervision to allow supervisees to *"understand that they need to find their own identity as a person and identify how they're going to be authentic, respectful, but are going to use this profession to support others."*

She emphasized the need for her supervisees to provide a comfortable and safe environment for their clients. Latte also discussed the ways she will increase her supervisees' awareness of possible microaggressions.

So, I'm very aware about those little things, those microaggressions, even that when I'm training my students, my future counselors, even the way that you say hi, you welcome the

person to your clinic. It's very important that is how it's going to make them come back or never coming back.

Latte recognized the value of a safe and supportive counseling environment and encouraged all her supervisees to be aware of microaggressions or subtle discomfort their clients may experience.

As a supervisor, Latte understands the importance of critical feedback and consideration of other perspectives. When discussing the value of peer feedback during supervision, she said *"there is always room for everyone to learn from everyone's experience, so the more people want to challenge, share, and challenge themselves when they're feeling uncomfortable, that is going to help their growth."* Over her years as a supervisor, Latte has incorporated conversations with professional colleagues to speak with her supervisees about privilege, work with marginalized populations, and use of social justice practices. Additionally, she has her supervisees watch specific TED Talks about social justice related topics. These experiences allow her supervisees to hear unique perspectives that will hopefully increase their awareness and understanding of social justice related issues within counseling.

Latte's extensive experience as a counseling supervisor was discussed over the final two interviews. During these interviews, she provided thoughts on the challenges supervisors face when implementing a social justice perspective. She talked about the generational differences with current students and the benefits of comparing notes with other supervisors. Also, she spoke about the importance of new literature on supervision and the need to be informed about CACREP standards.

Latte continues to provide supervision to practicum and internship students in a university setting. She was in the process of changing institutions, however, but spoke about the

importance of making time for this study. Latte understood the value of quality supervision and the need for supervisors to incorporate a social justice perspective.

Summary

The narratives in this chapter provide a glimpse of the lived experiences of each participant as they describe their journeys in becoming counseling supervisors grounded in a social justice perspective. The narratives discussed their unique backgrounds and experiences and offers insight into their desire to incorporate a social justice perspective. By presenting these narratives, I hope to inform the research audience about the lens in which the participants view social justice within counseling supervision. Additionally, I believe the trends discussed in the next chapter will be easier to understand after reading these narratives.

Chapter Five – Findings: Cluster One

This chapter will discuss clusters of themes identified during the analysis process. These themes were identified after several rounds of open and value coding and discussion with members of my committee. As I worked through the data and attempted to label each theme, the similarities between the developmental domains in the MSJCC and the themes became apparent.

Additionally, I attempted to organize the presentation of themes in the order in which the participants introduced them into supervision. There were some variations of when these themes were introduced as the experiences of the supervisees and client issues determined the focus of the supervision sessions. I believe the variations illustrate ways the participants tailored their supervision sessions to the abilities of their supervisees and the presenting issues of the clients. The tailoring of supervision is consistent with the IDM supervision model, which is also part of my conceptual framework.

Cluster One

Outside of the participants' personal experiences, which were presented in chapter four, there were four themes identified to answer the first research question. The four themes describe the guidance provided to graduate counseling students on the development of social justice attitudes and beliefs, knowledge, and skills. These themes are presented below and include the following: situating supervision within sociopolitical contexts, cultivating critical self-awareness as a foundation for social justice practice, centering clients' worldviews in the counseling process, and using the counseling relationship as a site for social justice work.

Theme One: Situating Supervision within Sociopolitical Contexts

The influence of the current sociopolitical context was mentioned during the four rounds of interviews. Through responses to various questions, the participants spoke about the recent

elections that occurred and how the sociopolitical context within the country has influenced their role as a counseling supervisor. Each participant acknowledged the connection of this theme to the development of social justice attitudes and beliefs, knowledge, and skills. Codes related to this theme are presented below.

Alexis spoke about the influence of sociopolitical information covered in the news when asked about experiences and resources that can influence a person's development of social justice practices within the field. She then offered insight into her own experiences when hearing the news and how it may impact others.

> (Interview 2) *I am exhausted by the news and the last six months has been a whirlwind. And so, for my own mental health, and I guess for my sanity, I must take the news in doses. And so, I must make sure or pay attention to how I react personally to some of the things going on so that I can better serve, not only just my students or my clients or the counselors that I'm supervising, but my family and myself well. And so, while I want to be informed, I like to be informed about what's going on, I also realized that some of the current news is upsetting.*

Alexis recognized her personal reactions to sociopolitical information in the news. By having an awareness of her reactions and how the news may be upsetting to others, she can use this knowledge to better serve her clients and supervisees.

The current sociopolitical climate in the United States was mentioned in three of the interviews with Alexis. While speaking about the recent elections and division occurring within the country, Alexis reflected on the need for counselors to be informed of the impact that sociopolitical factors have on others.

> (Interview 2) *I try to stay current with current events and news so that I can learn what's*

going on, and I can be aware, especially when I see clients or when I see work with counselors or students that might be experiencing things that are happening in the country that are impacting them. So, I try to make sure that I'm aware of those things as well.

Alexis believes the sociopolitical context is an important piece to the understanding of social justice experiences and different ways her clients and supervisees view situations. Staying informed of events occurring within the country improves Alexis' understanding of experiences that her clients and supervisees may have.

Alexis also discussed the importance of asking questions related to sociopolitical topics when exploring her supervisees' views and passions related to social justice work.

(Interview 3) *Well, I'm going to ask them what they want to do, because if they're passionate or upset or, you know, whatever emotion is coming from, whatever social justice topic they're passionate about, it's kind of like, 'Well, how would you want it to be fixed? What would you want to happen? And where do you see your role? What is your capability in doing that? Because you know you can go lobby the government. If you want to do that, you can talk to congressmen. You can do all those things if you want to do it on a higher level.'*

Discussions on sociopolitical topics during supervision allow Alexis to encourage and support her supervisees as they identify ways to advocate on higher levels. Questions on sociopolitical topics also allow the counseling students to reflect on their role as a counselor when engaging in social justice work.

Like Alexis, Anne first reflected on the influence of sociopolitical contexts on her own life and how her social justice attitudes and beliefs, knowledge, and skills were developed. She

spoke about the significance of certain events in the country and how these events shaped her passion to focus on social justice as a counselor.

> (Interview 1) *And then during my master's program, when I just say George Floyd, but there are so many other people, and there's so many things going on, but that's the name that like sticks into my mind. Like this is what started this movement for me, at least because it was so big. That's when I was like, this is even bigger than being an advocate. This is bigger than connecting people to resources.*

Significant social events within the U.S. shaped Anne's understanding of social justice. These unfortunate events brought awareness to ways Anne could support those experiencing injustices.

Anne then talked about the influence of sociopolitical factors in the counseling profession and contradictions that may exist. She spoke about her recent ethical dilemmas and challenges her supervisees may face due to political actions within the country.

> (Interview 2) *Well, 100% it impacts me because it's impacting the profession, I think our profession is viewed as expendable. We don't have access to resources that we should, and we didn't before, and now we're even losing more of that. They are in direct, what's the word, contradiction. I don't know if that's the right word with our ethics, and that's something I've really struggled with. The ACA code of ethics is what I follow, and it tells me to be a multicultural competent counselor and to value diversity and to have these conversations, to advocate visibly, and all these things. And then I try to do that, and I'm told to quiet down because we could lose funding, or you can't say that word. But my code of ethics is literally telling me to say that word. So, a lot of pressure, kind of like fear of, how can I function in the way I was taught to function within the ethics, ethics I'm told to function within in a society that's contradicting that. So that's very hard as a*

profession.

Anne believes the current sociopolitical climate creates pressure for counselors to practice outside their code of ethics. For fear of losing funding and resources, Anne is being told not to have conversations on diversity or advocate visibly. Additionally, she highlighted pressure and fears counselors experience when implementing social justice practices.

Anne also spoke about her recent supervisory experience and how sociopolitical topics entered the counseling room. She recognized the importance of making space for these conversations and discussed the value of acknowledging political views within the supervisory relationship.

> (Interview 2) *This year, we talked a lot about politics and what politics look like in the room and how you have those conversations. But really, it's just an intentional space for these conversations. Something that stood out to me as I was reflecting about these questions and reflecting about that experience, students are coming in with different levels of engagement with those conversations.*

Political conversations are occurring more frequently, and Anne believes political views and decisions are significantly influencing the counseling process. To better prepare counseling students for the future, Anne intentionally discusses politics during supervision.

Similarly, Gabriella emphasized how the current sociopolitical context plays a critical role in counselor development and impacts attitudes, beliefs, knowledge, and skills. She talked about current social justice issues in the country and the lack of empathy and understanding that governmental leaders have.

> (Interview 1) *And also, you know, just as a human being, like having compassion and empathy for others and seeing how a lot of these issues going on, especially like*

politically, are affecting others. It's a very exhausting time, especially with what's going on politically, because I just see a lot of lack of empathy, a lack of understanding, a lot of misinformation being spread around. So, you know, going back to what I was saying about how I care about creating awareness and making people aware of what's going on.

As a counseling supervisor, Gabriella promotes awareness of sociopolitical issues occurring in the country. She believes an increase in awareness of these issues allows her counseling students to have more compassion and empathy for their clients.

Gabriella then discussed her desire to stay informed about sociopolitical events throughout the world as these events impact her students and the counseling field. (Interview 3) *"You know, I also, like I was mentioning in the previous interview, all of us are impacted by issues that go on in society and in the world."* She believes her counseling students should also be informed about the sociopolitical context as this provides understanding of social issues. (Interview 4) *"But I also, you know, would always encourage them to continue to do the work themselves, continue to keep themselves up to date on different events going on in the world."*

Gabriella also reflected on the sociopolitical conversations that have occurred during supervision and the benefits of processing related issues with her supervisees.

(Interview 3) *And also, some of them were aware already, and actually bringing them up in our group supervision process. I think at the time, there was actually one of the students, who was a school counseling master student, had brought up herself her worries, this was when there was the executive order that Trump signed calling to end like the Department of education. She brought that up, and so we processed that within the group supervision in the class. And so, I also encourage them to keep informed about this. 'This is something you're already doing, because, as you know, this is going to affect*

all of us, and, if possible, too, if you feel inclined, I encourage you to also write your local elected officials and state and also federal officials as well.'

Gabriella will allow her students to process their thoughts as sociopolitical topics enter the supervisory process. She will then encourage them to stay informed and engage in advocacy if necessary.

Like the other participants, Latte recognized the influence of the sociopolitical context on the counseling profession. Through her many years as a counseling supervisor, she has observed many changes to the education graduate counseling students receive due to sociopolitical influences.

(Interview 1) *I don't like to talk about politics, but also, we need to look more at politics. We need to know about how we are educating our generation, and the generational characteristics that we have right now, if that is impacting who we are becoming as a society to.*

Latte expressed the importance of being aware of sociopolitical factors and her belief that related issues are changing our society. She also recognized the influence these factors have on education and how the counseling field needs to evolve.

Latte often spoke about the education of practicum and internship students. When asked to elaborate on the challenges counseling students experience when receiving their graduate degrees, she again spoke about the sociopolitical environment.

(Interview 2) *We need to be less hypocritical and political and understand that talking about social justice, talking about accessibility, and talking about why culture is important in the counseling profession and social justice. It's more about what is right to tell the clients to improve their wellness. So, I still think that we need to talk more about*

that, and I'm still just identifying that we are different, but there's so much that we can help each other. Unfortunately, it's a challenge because we are in a political environment now that is difficult to but it's not just about colors, it's not about cultures.

Latte recognized the need for counselors to focus on the client's wellness and be less political. Also, she reflected on the difficulty of discussing social justice concepts in supervision as many do not look beyond a person's color and culture.

Additionally, Latte discussed the sociopolitical context when talking about the supervisory process.

(Interview 3) *And, whatever happens outside our office or that is going on politically, we need to be informed, not necessarily because we believe or we might have one choice or another. It's because we care about the people and those things that are around outside in a political environment are going to impact our clients and our clients' response. And when they come to the sessions, there are times they might be worrying about what is going on outside.*

Latte believes sociopolitical events directly influence the functioning of clients. Because of this influence, she uses supervision to emphasize the importance of being aware of events occurring outside the counseling session.

The codes presented for this theme highlight the influence of the sociopolitical context on the supervisory process. Recent social and political events may have a significant impact on clients, supervisees, and supervisors. Because of this impact, the participants spoke about the value of counselors being informed and different ways they attempt to increase the awareness of sociopolitical issues during supervision. Additionally, the impact of the current sociopolitical context on the counseling profession was discussed. During this discussion, the participants

spoke about specific challenges and ethical dilemmas counselors face when providing counseling or advocating for clients.

Theme Two: Cultivating Critical Self-Awareness as a Foundation for Social Justice

The importance of cultivating critical self-awareness for counselors was discussed throughout all the interviews. Participants emphasized the need for graduate counseling students to cultivate critical self-awareness during the development of social justice attitude and beliefs, knowledge, and skills. Because counselor self-awareness is critical for social justice work, all the participants spoke about the need to focus on this topic early in the supervisory process. Codes related to this theme are presented below.

Alexis spoke about the importance of self-awareness for graduate counseling students. She discussed the counseling program where she teaches and the focus of the program to increase counselor self-awareness.

> (Interview 2) *I have my supervisees in practicum and internship start off by really getting to know themselves. It's hard for you to understand what other people are experiencing, or to put yourselves in that situation, if you're uncomfortable or you don't know about your own story and how you see the world and how you experience the world.*

Alexis believes conversations about self-awareness should occur early in supervision and talked about ways she will assist supervisees with this awareness. She expressed the belief that an increase in awareness would allow students to better understand their worldview and experiences.

Alexis then spoke about the guidance she provides to supervisees that struggle to increase their self-awareness. She emphasized the need to have open conversations about their experiences and thoughts in different situations.

(Interview 4) *It can come from personal experiences or a lack of some experiences. And so having that conversation about what's happening, what they're thinking, what their viewpoints are, and respecting those as well, to try to meet them where they are and help them understand it a little bit better.*

By having her supervisees discuss their experiences and thoughts, Alexis believes her supervisees gain a greater awareness of their role as a counselor and the worldviews they possess.

Furthermore, Alexis discussed a challenge she gives her supervisees to become more aware of their identities and how they can use their identities in the counselor role. Alexis described how she helps her supervisees develop deeper self-awareness when working with clients or students from different backgrounds.

(Interview 4) *And so, with supervisees, I think it has been helpful with some of them who've had totally different experiences going into sites, working with clients or working with students, and actually having them pay attention to some of the underlying things. And so, they stop seeing their clients or their students as others, and they really try to immerse themselves and what might be happening and what they can do and what their identity means, and how their inner identity might interact with their students or their clients. And so, I think that's probably been one of the biggest experiences in helping students or supervisees who may have had limited life experiences or may not have had a lot of interaction or even interest in diversity or social issues and having them uncover those through their work with clients or with students.*

By challenging her supervisees to become more aware of their identities, Alexis believes they begin to move away from seeing others as different and learn to approach their work with greater

understanding.

Anne also believes supervisees need to become more aware of their identities early in the supervisory process. She discussed the lack of self-awareness her supervisees typically have and the need to broach this topic at the beginning of the supervisory relationship. (Interview 3) *"...so broaching my identities and my supervisees' identities there in the very beginning of supervision to give us a foundation of where we're coming from."* She then spoke about the value of counselor self-awareness and how this is connected to the counseling profession. (Interview 3) *"I do think they need to have awareness of their own identities, the identities of their clients, the values of the profession, and it needs to be aligned with that. And they need to be making progress towards that."* Anne recognized the value of having critical self-awareness and highlighted the importance of growth in this area for graduate counseling students.

Anne then described her approach to asking questions during a values exploration activity to increase self-awareness. She discussed how a value exploration exercise can illuminate both counselor identity and personal worldviews.

> (Interview 3) *And one thing I did was a value exploration exercise focused on counselor identity. But that really illuminates worldview in general, too. So, I found that when I do that with my supervisees, I learn a lot about them and can learn about where maybe some discrepancies are.*

Anne believes her use of a value exploration exercise that focuses on self-awareness helps reveal discrepancies. Utilizing exploration exercises allows Anne to understand her supervisees' level of self-awareness and ways she can assist with growth in this area.

Later, when asked about personal growth she observed because of guiding others in social justice practices, Anne spoke about a struggling supervisee and the benefits the supervisee

experienced after increasing their self-awareness.

> (Interview 4) *Definitely going from not even having an awareness of her identities to having an awareness of her identities, knowing how they impact our clients, and then knowing specific interventions too that were social justice focused. So that was very tangible growth with her.*

Anne believes this approach helps reveal discrepancies and areas for growth that can be explored in future supervision sessions.

Just as Anne helped her supervisees develop a greater understanding of self-awareness and identity through self-exploration, Gabriella emphasized the importance of having supervisees engage in similar activities to increase their awareness of identities and privileges.

> (Interview 1) *I sometimes also would ask about some of the things that they had, like growing up, like some of their upbringing as well, and recognizing that. Some people you might work with might not have had a similar upbringing as you. So, I think essentially trying to be aware of one's privileges and how you know they impact how you speak, how you carry yourself and behave.*

Gabriella would initiate conversations related to self-awareness early in the supervisory relationship by asking about a supervisee's life. She emphasized the importance of these conversations as they provide understanding of one's upbringing and personal privileges.

Gabriella can use her role as a supervisor to encourage supervisees to reflect on their lives and specific identities. (Interview 3) *"I think also it's important, as the supervisor, to encourage them to dig deep within themselves, you know, engage in that self-reflection process."* As her supervisees become more aware of their identities, Gabriella spoke about the ways she affirms and celebrates their identities during supervision. (Interview 3) *"I will make sure that*

their identities and their intersectionalities are acknowledged and celebrated and that they feel welcome."

Like Gabriella's perspective, Latte recognized the different ways culture and upbringing influence a counselor's ability to serve others and discussed the need for counselor self-awareness. She talked about her encouragement for supervisees to identify their biases and actively work toward personal growth and greater self-awareness.

> (Interview 2) *So, I always like to emphasize in practicum and internship first for the students, that they need to identify what are their bias, who they are as a person, what they want to do to be a better person. What they're doing for that, how they're doing in their close circle, their family, how they're working in their community to get better, and what they're doing in their practice, and give that back to the community and to society. And at least that is a start.*

Latte recognized the value of having her graduate counseling students increase their self-awareness at the start of their practicum and internship experience. She believes an increase in self-awareness can assist with direction and goal settings for her supervisees as they learn to counsel others.

Like the other participants, Latte emphasized the importance of self-exploration. She discussed questions she will ask her supervisees to encourage meaningful self-exploration. Her questions would ask about their thoughts on the counselor's role, family dynamics growing up, personal traumas, and specific emotions they experience.

> (Interview 1) *So, I need to a lot of times, ask the question to the students, 'Are you ready to become someone that is supposed to heal others? Are you feel comfortable about and you visualize yourself in your new role?' So that is where all the time I'm asking more*

about who you are as a person. I understand that some people might have some challenges. Maybe you didn't grow up in a traditional family. Maybe you had your own trauma. Maybe you raised yourself in the foster care. But that is not an excuse when you are an adult to look for services and try to know who you are as a person and improve your relationship with your own self. So, I like to do that self-exploration when the students is in the program. For me, it's super important, because we don't need to, we need to be healers. But first, we need to know who we are. We need to know who, where our emotions, and this is. This is not something light. When we don't know who we are, we cannot help others to find themselves.

Latte identified many benefits of having her supervisees engage in meaningful self-exploration. By asking specific questions about their experiences, Latte believes her supervisees increase their self-awareness and are better equipped to counsel others.

When discussing the need for practicum and internship students to engage in self-reflection, Latte mentioned the unique challenges for international students.

(Interview 3) *We need to remember when we have international students taking training or pursuing a master's degree in the U.S. that they're still having that assimilation process being in the U.S. from another country. So, we might have so many things to process, even in that own person, they can be home see, they haven't been acclimated to the U.S.*

Latte acknowledged the benefits of discussing the assimilation process for international graduate counseling students and bringing awareness to their journey to the United States. She believes this is a critical part of self-awareness and how these students view their world.

Latte then summarized the importance of counselor self-awareness and spoke about her

goal to create a safe environment for all her supervisees, regardless of their backgrounds.

> (Interview 2) *I'm very careful with my students. I want all my students, even if they're White, if they're Brown, if they're Black, international, that everyone feels safe, that everyone feels and get the experience to work with different populations. They're able to discuss their counseling style, that they understand that they need to find their own identity as a person and identified as well how they're going to be authentic, respectful, but are going to use this profession to support others.*

Latte believes her careful consideration of a supervisee's background and desire to create a safe environment in supervision is necessary when developing self-awareness. By having this approach, Latte says her supervisees are able to understand their personal identities and become more authentic when supporting others.

The participants spoke in length about the importance of cultivating critical self-awareness of graduate counseling students during counseling supervision. They each connected self-awareness to the development of social justice attitudes and beliefs, knowledge, and skills. With conversations on experiences and thoughts, broaching of identities within the supervisory relationship, value exploration activities, acknowledgement of biases and privilege, and use of safe and supportive environments, supervisees were able to develop critical self-awareness. The participants highlighted the importance of this theme as it directly relates to a supervisee's ability to counsel and support others from diverse backgrounds.

Theme Three: Centering Clients' Worldviews in the Counseling Process

Understanding the worldviews of a client is a significant part in developing social justice attitudes and beliefs, knowledge, and skills. This understanding requires supervisees to become aware of a client's identities, group statuses, experience, values, and beliefs. In this section, the

participants discuss their approach to increase their supervisees' understanding of a client's worldviews.

Alexis provided many thoughts on the need to understand the client's worldview throughout the counseling process. She spoke about her guidance for graduate counseling students and the need for them to grow in this critical area.

> (Interview 2) *And so, I think with counselors that I'm working with, I can help them to take a step back, to try to view whatever their client may be saying or how they might be acting, or what they might be doing in a different way. This helps them provide a safer space, to either allow them to learn more about that client and how things are going or find ways to try to advocate for their client outside of those sessions.*

By having her supervisees take a step back and reflect on the client's functioning, Alexis can increase their understanding of the client and identify ways they can advocate on the client's behalf.

Alexis elaborated on her supervisory approach and spoke about the need for her supervisees to view their clients within a social system. She talked about the role of the social system and how it may influence a client's worldview.

> (Interview 2) *They're able to understand that their client is a part of a system, and their client has world views, and their client is impacted, maybe not always, and maybe not locally, but I would hope that down the line, it helps them to see the bigger picture when they're working with clients. And understand that this person is coming in with a whole set of experiences that might be similar to or different than mine.*

Alexis believes her approach of incorporating a client's social system into supervision allows her supervisees to better understand the worldviews of their clients. Understanding this important

aspect provides knowledge about differences and similarities that may exist between the client and supervisee.

Alexis then discussed her desire to learn more about her own clients. Her experience of asking questions and immersing herself in research is often discussed with her supervisees.

> (Interview 3) *Oh, I ask questions. So, what better way to find out more or understand more about how somebody sees the world or how somebody's experience in the world, than to ask. And so that's part one, just to ask questions about things that I don't understand. I often do that as a counselor, too, and if I don't understand I just tell them, 'I've never heard of that,' or 'I don't understand that. Can you explain that to me so that I do that first step?' But then if I think that it's something that I need to understand better, to work with them, then I do my own research. And so, after the session is over, I look up resources on a specific situation. I go to Google and look up different resources on what I was told or what was experienced, so that I could learn more about it. If I do have time, if some of those things are available in my community, I'll try to immerse myself in those things too, so that I can understand them better. But the first step would be just to ask and get a better understanding, because that's the only way that I can move forward in that relationship by having a better understanding, instead of pretending like I do.*

By discussing and modeling her approach of learning about a client, Alexis believes she gives her supervisees direction when attempting to center the client's worldviews in the counseling process.

Anne also discussed the importance of centering the client's worldview within the counseling process. However, she emphasized the need to consider all worldviews involved the supervisory relationship. (Interview 3) *"I also think that you need to know your worldview, your*

clients, and supervisees worldview, because it is going to impact the treatment approach and the therapeutic relationship."

She then reflected on her supervisory experience and acknowledged the benefits of prioritizing a client's worldviews during the counseling process. Prior to an experience with a supervisee that struggled to consider a client's worldviews, Anne spent little time discussing the worldviews of clients in supervision.

> (Interview 1) *I'll admit, prior to that, there were times where it felt like, okay, we broached, we got that out of the way, and we've talked about your client's identities, and we kind of got that out of the way. But then it could be weeks where we don't talk about culture again. So, with her, it was really kind of instilled in me that this is something that is in every conversation, and it is my priority to model it in every conversation.*

Since her experience with a struggling supervisee, Anne has been intentional about incorporating the client's worldview in every aspect of the supervisory process. The focus of a client's worldview in supervision improved her supervisee's relationships with their clients and the treatment process.

After making the understanding of a client's worldviews a regular conversation in supervision, Anne observed other positive changes. (Interview 1) *"I've noticed that my supervisees reflect more on the intersectionality of identities with less prompting, probably than a couple years ago when I was supervising and not incorporating an effort conversation."* She also spoke about the use of supervisory activities designed to increase a supervisee's awareness of the client's perspective.

> (Interview 3) *Along that same lines, I know for our interns, they're required to do a case presentation, a big one, and then also weekly video presentations where they're required*

to consider their clients' cultural identities, how it's impacting the relationship, how it's impacting treatment, and all that kind of stuff and conceptualization.

By utilizing activities, such as case presentations, Anne allows her supervisees to understand the influence of the client's worldview on the counseling relationship and treatment process.

Anne discussed several supervisees and the progress they made when valuing the worldviews of their clients. She also identified the benefits her supervisees experienced when engaging in counseling with clients from different worldviews.

(Interview 4) *And then by the end of the year, reflecting on all the good work they had done and all the different types of clients they had worked with helped kind of put it in perspective that they can still do good work, even though they have these identities that they cannot keep out of the counseling room.*

Anne expressed the belief that graduate counseling students need to understand and value the worldviews of their clients to be effective. Additionally, without the experience of counseling clients from different identities, Anne believes graduate counseling students may not understand how to serve and support future clients.

Like Alexis and Anne, Gabriella spoke about the influence of the client's worldview on the counseling process. She talked about the worldviews of marginalized clients and the importance of identifying a client's intersectional identities.

(Interview 3) *I think, taking into consideration from like the client perspective as well too, seeing that you know the client also, like has different intersectional identities. And also seeing how, as like a counseling student, you know, they also in working with them need to be acknowledging of those intersectional identities of that client.*

Gabriella recognized the influence of intersectional identities in the counseling relationship and

how these identities influence a client's worldview. She spoke about the importance of drawing attention to these identities during supervision as they provide knowledge about the client and assist with the development of social justice practices.

Gabriella then spoke about specific supervisees and challenges they experienced relating to the understanding of a client's worldviews.

> (Interview 3) *She had made an offhand comment, and she admitted and apologized to me about this, but she was like, 'Oh, you know that Mexican student I was working with?' And I said, 'I know that you didn't mean anything by this, but at the same time you know it, you shouldn't over generalize someone of Hispanic or Latinx descent as Mexican.' And so, I use that as an opportunity to educate and inform her also and encouraged her to do additional like reading and research into things.*

Gabriella recognized the opportunities supervisors have to educate and inform their supervisees on social justice concepts and practices. She recognized the value of highlighting the client's worldview and discussed the use of resources to assist her supervisees with the understanding of this important area.

During the assessment of a supervisee's social justice practices, Gabriella spoke about the understanding supervisees should have of a client's identities and overall worldview.

> (Interview 4) *So, I think as long as they've learned action steps that they can take and things to be aware of and mindful of, you know, especially like regarding their privileges and their intersectional identities and that of the clients that they're going to work with. As long as they're mindful of that, as well as things that they should and should not do in certain circumstances, I think that there has been some growth.*

Gabriella emphasized the importance of considering a client's worldview when developing a

treatment plan and counseling direction. Because a client's worldview has a significant influence on the counseling process, she talked about growth her supervisees should demonstrate prior to the completion of their practicum and internship course.

Latte differed from the other participants as she often spoke about an individual's basic needs when discussing the client's worldview. She highlighted the need for counselors to understand a client's life and ability to meet their basic needs.

> (Interview 1) *And when I said to support others is, you know, we also, we had the mental health component, but also, what are the needs of the clients? And I always remember working within a Catholic, non-for-profit organization, she said, 'You cannot help anyone if they're hungry, if they're not clean, if they don't have decent clothes.' So, it's about sometimes like the whole package. It's how we see, we feel, how we are and then how we can work ourself.*

Even though mental health is the focus of counseling, Latte recognized others important steps that should be considered and discussed the value of knowing a client.

Latte then discussed the need for graduate counseling students to assess contributing factors. Through her supervisory approach, she attempts to give graduate counseling students a *"360-degree figure"* of the client's worldview.

> (Interview 2) *Some people might think that is not as important. And I said, I can tell you that if you don't have anything in your stomach, you're not going to be able to function. We don't need to talk about steak or meat every day, but something warm, a grilled cheese, is good, but we need to value that, and that's the importance for me.*

Latte recognized the influence of basic necessities and how they are connected to functioning. During supervision, she will ask her supervisees to discuss a client's ability to care for

themselves to ensure worldviews are being considered.

Latte also spoke about the importance of being respectful to others, regardless of their worldviews. She emphasized the importance of positive language and her supervisees using language that is respectful.

> (Interview 2) *All of us, we want to change the life, but sometimes we don't realize the microaggressions that we do every day very smoothly. So that is something that I work and I'm very careful about working on those microaggressions, and even in the way that we talk, that we communicate to others, the way that we interact with others, from clients to colleagues, all those little details we discuss in practicum and internship.*

Latte encourages her graduate counseling students to become aware of microaggressions and the way they interact with clients. By having this awareness, she believes her students can have more respective dialog when counseling individuals from diverse backgrounds.

The importance of centering a client's worldview in the counseling process was discussed in all four rounds of interviews. The participants emphasized the value of understanding a client's worldview and the need for graduate counseling students to demonstrate growth in this area before the completion of their practicum and internship experience. By exploring social systems, identifying intersectional identities, increasing knowledge of diverse worldviews, assessing a client's ability to care for themselves, and being aware of microaggression, the participants can guide their graduate counseling students on the importance of centering a client's worldview. This approach is a crucial part of implementing social justice practices and can assist graduate counseling students with more responsive treatment for their diverse clients.

Theme Four: Using the Counseling Relationship as a Site for Social Justice Work

The use of the counseling relationship as a site for social justice work is the fourth and

final theme. This theme was primarily discussed in the second and third interview when participants spoke about the counselor and supervisor roles. During discussions related to this theme, participants spoke about the potential differences between the counselor and client and how the differences may impact the counseling relationship. They provided examples of challenges supervisees face when counseling clients from diverse backgrounds and ways they encouraged growth in their social justice attitudes and beliefs, knowledge, and skills.

Alexis discussed the importance of having a counseling relationship focused on understanding. She described the need for counselors to be aware of the influence of worldviews within the counseling relationship. When she initially discussed the counseling relationship, Alexis spoke about her marginalized identities and desire to support clients from similar backgrounds.

> (Interview 2) *I'll just use my personal identity, because I really focus on supporting Black women in counseling and the needs of Black women and everybody, but my individual focus has always been to support Black women. And there's been a hole, or there was a hole with finding counselors who look like you to do that. And so, I think the way that I translated what I saw in counseling to supervision was because a lot of clients that I had were really, really happy to have me.*

Alexis believes her insider perspective allows her to understand the challenges her clients experience on a deeper level. This understanding influences her ability to develop rapport and establish a therapeutic relationship.

Furthermore, she discussed the value of having relatable experiences as situations may be different than those discussed in textbooks or counseling courses.

> (Interview 2) *I think being an insider in that population, I kind of understand the way that*

different diagnoses and different challenges manifest, and it's more than just what you read in the book for multicultural counseling. It's actually what you see and what looks different and how things change.

Alexis highlighted the benefits of having experiences like those of her clients. She believes similar experiences improve a counselor's ability to develop therapeutic relationships with clients and emphasized the need for graduate counseling students to be actively involved in their communities to gain these valuable experiences.

Alexis also discussed the importance of having an open mind as a counselor and counseling supervisor. She believes an open mind allows her and her supervisees to make sense of the differences within the counseling relationship.

(Interview 3) *So, whether I'm like a counselor working with a client, or I'm working with the student, I'm always learning things about how either my supervisee or their clients are viewing things and experiencing things. And so, I have an open mind to understanding that and learning new ways of thinking. And then I try to support my supervisee with having that same kind of open mind to kind of understand what the lens of the client is like, so that they can better help them based on their worldview, and not necessarily the supervisee's worldview.*

By using an open mind and attempting to understand the dynamics of the counseling relationship, Alexis is better able to identify the things her supervisees and their clients find important.

Similarly to Alexis, Anne discussed the common differences that exist within the counseling relationship and her approach to embrace these differences. When talking about her counseling experiences, she spoke about a current client and the need for them to have difficult

conversations about their differences.

> (Interview 2) *So, validating those experiences creates space for those discussions in the counseling room, and then thinking about how much my voice as a counselor holds weight. And so, when a client is bringing that up in counseling, I view it as them kind of testing the water, like laying this out here and kind of seeing how the counselor is going to respond. Are they going to take the bait, kind of thing? Are they going to kind of share their perspective on whatever it is? And in my opinion, I take the bait, I share my perspective, and I have found that it leads to bigger trust in the relationship, and just a deeper therapeutic process.*

Anne described these conversations as *"growing opportunities"* and discussed the need for graduate counseling students to learn about their clients. Anne also recognized the power of the counselor's role and the benefits she experienced when talking about her differing perspective with a client.

Anne later spoke about supervisees that encountered challenges when counseling individuals from diverse backgrounds. In one example, she spoke about her encouragement to a White male supervisee to broach a topic he could not relate to when providing group counseling to an all-female group. After doing this, the group responded well and she praised his ability to *"validate"* their experiences and *"create space"* for the clients to tell their stories.

Anne also discussed a White supervisee that worked with several clients from the Bahamas. Initially, the supervisee was hesitant to counsel these clients, as he was unsure if his identities would interfere with the counseling relationship.

> (Interview 4) *I pulled up some articles to show him that actually working with clients from different identities can be a benefit. So that helped a little bit. And then by the end of*

the year, reflecting on all the good work he had done and all the different types of clients he had worked with helped kind of put it in perspective that he can still do good work, even though he has these identities that he cannot keep out of the counseling room.

Through research outside of sessions and continued guidance in supervision, the supervisee became more knowledgeable and prepared to counsel the diverse group of individuals. Anne believes the experience of counseling clients from diverse backgrounds is beneficial for graduate counseling students as they are required to acknowledge the differences and develop ways to support individuals with diverse issues.

Comparable to Anne's approach of recognizing and valuing diversity, Gabriella emphasized the benefits of affirming the identities of her supervisees when initially discussing the counseling relationship.

(Interview 2) *I wanted to affirm the identities of the students that I worked with. Because, you know, they play a part in how they provide the counseling services to the populations they work with, and in turn, also the way in which they are perceived by others. Also, they have to be aware of all of these because they impact that counseling relationship and process.*

Gabriella believes the affirming allows her supervisees to have insight into the perception of others and increases their understanding of the counseling relationship.

During the third interview, Gabriella provided an example of a supervisee that initially struggled to understand how privilege influenced her interactions and relationship with clients. She discussed the feedback she provided and the importance of having her supervisee become more aware of the factors that impact the counseling relationship.

(Interview 3) *For example, I had this one supervisee who was a White female, and she*

grew up in a very like rich, like affluent neighborhood. The community that she was working with was like, I would say, like, 80% of the youth she was working with were from lower socioeconomic backgrounds. And she also was educated at a private K-12 school. And so, she would sometimes actually, like, interrupt a lot of the youth that she was working with. And it came across, like, talking pretentiously and talking down to some kids. 'Like, oh, why didn't you do this?' Even though I think she saw herself as, you know, challenging and confronting and using those counseling skills, I told her I was like, 'You know, you need to be careful about your tone of voice especially when you're working with a Black female. They might take that as you looking down on them. And being you are not seeing them and somewhat like you are more lecturing them, rather than trying to work alongside them.'

Gabriella would often revisit interactions her supervisees have with clients in supervision sessions. She sought to increase her supervisees understanding of the interaction to improve their ability to establish a more support relationship and advocate on their behalf.

Gabriella then discussed her approach to assist supervisees with an understanding of the counseling relationship and an equitable environment.

(Interview 3) *So, sometimes it helps to reframe things by asking, 'What are your thoughts to make it more of an equitable environment?' Um, so that's another example, you know, trying to help the supervisee see that, okay, I've got these identities, these privileges, and then also the client has these identities. And you know, some might have some privileges that they have. There might not be, but it's important to acknowledge, like all of that in making sure that the counseling relationship is equitable and just again, doesn't cause more harm.*

Gabriella emphasized the role of the counselor to do no harm and model social justice concepts when interacting with clients. She encouraged her supervisees to be knowledgeable about identities and privileges within the counseling relationship and how these influence power dynamics during the counseling process.

Similarly, Latte first spoke about the counseling relationship when discussing the recent division within our society. She emphasized the importance of having an *"empathetic relationship"* between the counselor and client and for clients to *"feel welcomed and accepted."*

> (Interview 1) *The way that I transfer this to my students is to always think about how they can have an empathic relationship with their clients, no matter what, no matter how they look, no matter who they are, and from there, decide what they want to do. But everything needs to start with having that empathetic relationship.*

Latte voiced the belief that an empathetic relationship is necessary when working with clients and social justice work cannot occur without this foundation.

Latte also spoke about the adoption of a non-judgmental stance and not asking about things such as a client's sexual orientation or what they may do with their bodies.

> (Interview 3) *We've been having good conversation over the years, and there is a line that I track in my patients where nothing about their sexual life I need to know, but we focus in that mental health. There's no judgment. But if we are talking about anxiety, we are talking about depression that doesn't really care that you are or you are not, lesbian, straight, or whatever. We are just going to talk about what is important that you need to know about. I try to be very mindful about that. So, I really don't need to know anything, or I should not care enough about that person's whatever is going to do with their body. That's their personal life.*

Latte encourages her supervisees to only ask for relevant information and not allow a client's personal decisions to interfere with the counseling relationship. By encouraging her graduate counseling students to adopt a non-judgmental stance, she believes they will provide more effective treatment for those living unique lifestyles.

Moreover, Latte discussed the belief that her supervisees need to learn to establish therapeutic relationships with clients from marginalized backgrounds.

> (Interview 3) *We don't need to agree with the lifestyle of our clients, but I'm not anyone to judge. And definitely sometimes I think it's very sad, because if we are not helping them and supporting this clientele, maybe they don't know where to go. So that is what I'm trying to prevent with my supervisees.*

Without the ability to engage with and serve individuals from diverse backgrounds, Latte believes certain populations will not have counseling services available and their mental health concerns will not be addressed.

The participants expressed the belief that counseling relationships are sites for social justice work. As they talked about differences of worldviews and power dynamics within the counseling relationship, the participants identified the need for supervisees to view this relationship from a different perspective. By active involvement in the community, having an open mind, embracing the differences within the counseling relationship, engaging in research, and adopting a non-judgmental approach, supervisees were able to improve their therapeutic relationships with clients and engage in social justice work. The participants viewed the counseling relationship as the initial setting for social justice work and spoke about the benefits of utilizing social justice practices within the counseling process.

Summary

The four themes presented in this chapter were identified during the analysis of the research interviews. These themes were labeled and organized with the conceptual framework of the MSJCC and IDM in mind. By presenting these themes, I hope to describe the ways the participants guided their supervisees on the development of social justice attitudes and beliefs, knowledge, and skills. Each of the participants had slightly different focuses, however, all four collectively identified the importance of each theme.

Chapter Six – Findings: Cluster Two

The supervisory practices presented in this chapter were identified through multiple rounds of open and value coding and discussion with members of my committee. Each of the participants discussed the use of these practices to support graduate counseling students on actions related to social justice attitudes and beliefs, knowledge, and skills. The MSJCC was considered during the labeling of the identified practices. The IDM was later utilized in the organizing and presenting of each practice.

Cluster Two

There were four practices identified during the analysis process. These practices answer the second research question and provide valuable insight into the supervisory steps taken by the participants. The practices, and related codes, are presented below and include the following: counseling and advocacy interventions, modeling, linking supervisees to resources and support, and assessments and evaluations.

Practice One: Counseling and Advocacy Interventions

When discussing social justice attitude and beliefs, knowledge, and skills, the importance of action and going beyond the traditional counseling approach was emphasized. Each participant spoke about the need for supervisees to engage in advocacy and described ways they could support graduate counseling students in this endeavor.

Alexis discussed the importance of advocacy throughout each of the four interviews. With a strong background in advocacy and extensive knowledge on this topic, Alexis offered unique insight into ways to encourage advocacy from her supervisees.

(Interview 1) *I also helped them to advocate in the way that was best for them. Because it's one thing to just see and notice and it's another to do, and that advocacy part is the*

scary and the hard part. And so, I want them to feel as though I encourage them to take a step beyond just recognizing when things need to be done, but actually doing something, but doing something in a way that they feel comfortable.

Alexis recognized the discomfort her supervisees could experience when first attempting to advocate for clients. This discomfort may create resistance for advocacy and Alexis spoke about the need for supervisors to discuss advocacy options and allow the supervisee to select a method that is best for them.

She elaborated on the challenges of advocating for the first time and spoke about the benefits of advocating with others.

(Interview 3) *Advocacy and action can be intimidating, and so my first encouragement would be to do it in a group. That's when those professional organizations or different groups in the community come into play, because there's already a group or organization organized to address some of those things. And so, if they're a little bit apprehensive or they're unsure of what they can do and how they can start, I encourage them to contact an organization that's probably already doing some of those things to try to get some understanding as to either what they can do or how they can join in with that organization to support that cause. Along with me, encouraging them to be engaged in their communities, finding ways that they can support that, and finding ways that they can do it in kind of within their skill set. Even though there are bigger social justice issues with equality and equity and resources, there are also things that supervisees can do with mental health, with what you have. So, you use what you have. 'How can you provide support?' A lot of my supervisees have partnered with different religious groups and churches to offer mental health support. They've done different community events*

where they've been able to do that too. And so, figure out which ways are comfortable for you to advocate. Figure out what you're advocating for. First, make sure that it's something that you're passionate about, but then find other people, other groups, other organizations that are doing those things. You know, especially for the first time, doing it in a group can feel a little bit safer.

Alexis talked about the encouragement she gives to her supervisees to contact organizations or groups with similar advocacy interests. Additionally, she discussed the need for supervisees to be passionate about their advocacy efforts.

Alexis also spoke about her encouragement for supervisees to be active participants and learn to understand the experiences of others. If available, Alexis says her supervisees should attend events in the community to learn about specific groups or situations relevant to their role as a counselor.

(Interview 3) *I know it's not an option for everybody, but if there are events or population groups in your area, I encourage them to be active participants and try to understand what the experiences of a particular group might be or a particular situation.*

Alexis believes community involvement will lead to advocacy opportunities. During these community events, supervisees can receive firsthand knowledge of the social issues marginalized groups experience and can find ways to advocate on their behalf.

When Anne was asked about advocacy interventions within supervision, she talked about advocacy being part of the education her supervisees receive and the requirement for them to engage in this work. She then spoke about different advocacy activities her supervisees engage in and ways they could participate in community outreach.

(Interview 3) *We do on campus. But we could definitely do better outside of campus,*

outside of the campus community. Also, I don't know if it's really a choice. They were required to do it as part of our pillars. Now they do have some say in if there's a topic that's interest them more, that they could potentially do an outreach with that organization more. Or like, if there is a presentation that they really want to do over another, they're able to do that. But at the end of the day, they're going to do it.

Anne highlighted the importance of advocacy for counselors and the requirement of her supervisees to engage in advocacy efforts. She recognized the value of supervisees selecting advocacy opportunities they are passionate about and encouraging them to pursue opportunities that exist.

Anne acknowledged the lack of counseling experience her graduate counseling students may have and the importance of assisting them with the identification of advocacy opportunities. She also recognized the need for counseling supervisors to draw attention to advocacy during the practicum and internship experience.

(Interview 4) *But definitely when I'm working with practicum students who have never been in a counseling room before, they're less aware of their own identities and less aware of points in the counseling session where culture could have been brought up, or advocacy could have been brought up. So, there's definitely this piece about like drawing attention to it more with practicum students and internship students.*

Anne will identify advocacy opportunities as they arise in supervision and encourage her supervisees to take action when necessary.

Also, during the assessment of social justice practices for her supervisees, Anne discussed the importance of asking about advocacy and events her supervisees are participating in. (Interview 4) *"And then the last thing I would say would be during check-ins or in kind of*

more personal conversations when they talk about things that they're participating in and things that are important to them during your assessment." By having regular conversations on the active participation of her supervisees, Anne can support her supervisees as they follow through with advocacy efforts.

Like Anne, Gabriella recognized the value of social justice advocacy and discussed different ways she would encourage her supervisees to get involved.

> (Interview 3) *So just encouraging them to recognize that they also have the power to take steps to, you know, to take part in, like, social justice advocacy work. And reminding them that social justice doesn't have to be this huge thing like, you know, even by writing a letter or by signing a petition. Also, picking up the phone, calling someone, or even having a conversation with some family member or friend who might not be as informed about different issues can help. You know if something like calling out someone and educating and informing them, if there they might have said something that was harmful to someone else, but you know, making them aware.*

Through counseling and staying informed about current events, Gabriella believes there are numerous opportunities for counselors to advocate on behalf of others. She recognized the many ways her supervisees can engage in advocacy and the importance of taking proactive steps to assist others.

Gabriella then provided an example of ways she encouraged her supervisees to actively engage with families when schools were closed at the beginning of the COVID-19 pandemic. (Interview 4) *"I also tried to get my supervisees still involved with the school, even after school closed because there were different services that needed to be done, like the school was still providing like free meals to students and families."* When discussing examples related to

advocacy and active participation in the community, Gabriella discussed the benefits of supervisees advocating early in their careers. She believes advocacy is part of social justice work and her supervisees need advocacy experience prior to the completion of their degree.

Similar to the beliefs of the other participants, Latte often spoke about the need to advocate for the basic needs of clients. She emphasized the importance of seeing the client in a *"360-degree figure"* to understand how to best support them. During our third interview, Latte discussed her approach of having her supervisees advocate for themselves in supervision so they would know how to advocate for others.

> (Interview 3) *One of the things that are very, very important for me is that they feel that they can advocate for themselves, that they feel that they have a voice, how they're going to trust me the information. That's something that we can practice and we can do role plays, and I like them to feel that they can be upset, they can be mad, but they need to be diplomatic. But they need to be elegant, and they need to behave themselves, so that the anger they have can use words. And it's, it's those soft skills that sometimes we don't pay attention to that much but are necessary for our field.*

Latte will encourage her supervisees to advocate for themselves during supervision. This experience gives her supervisees an opportunity to practice advocacy and build confidence to advocate on behalf of others.

Latte elaborated on her use of advocacy during supervision and different ways she will support her supervisees on actions related to social justice.

> (Interview 4) *Yes, so we practice that a lot as a role play. They will show me how to do that, and we will do some activities. We will do it in public. Sometimes, if they don't have any, I will recommend some topics for each of them, and we will go from there.*

Latte will gradually introduce advocacy during supervision. Her approach involves role play in supervision and eventually having her supervisees engage in advocacy activities in public.

The practice of using counseling and advocacy interventions during supervision of graduate counseling students is a vital part of incorporating social justice practices. This practice is connected to counseling ethics and the MSJCC. By identifying advocacy opportunities during supervision, encouraging involvement in the community and advocacy with groups and organizations, engaging in role play of advocacy in supervision, and supporting graduate counseling students as they advocate for the first time, the participants supported the graduate counseling students with actions related to social justice.

Practice Two: Modeling

The modeling of social justice practices in supervision was emphasized during several interviews with the participants. The participants discussed the need to model social justice concepts and skills for supervisees to be effective with their social justice practices. Each participant spoke about the different ways they model these practices and the benefits of ongoing modeling throughout the supervisory process.

Alexis' experience as a graduate counseling student influenced her desire to model social justice practices as she found value in learning from others.

> (Interview 4) *Just starting out as a brand new supervisor to want to model those things because they can't expect things from their supervisors, if their supervisors may not know. I think sometimes as instructors and supervisors, we may expect something from a supervisee and not take a step back to wonder if they've been taught or if they've learned that thing. We just expect them to know how to do it or how to see things a certain way. And so, I think it's important to model some of those actions.*

Recognizing the value of observing others as they model social justice practices, Alexis highlighted the importance of modeling skills during supervision rather than assuming a supervisee understands them from discussion alone.

When speaking about the different worldviews within the supervisory relationship, Alexis mentioned how she models an open mind to support supervisees with social justice practices.

> (Interview 3) *Well, they inform me because I learn things from other people. So, whether I'm like a counselor working with a client, or I'm working with the student, I'm always learning things about how either my supervisee or their clients are viewing things and experiencing things. And so, I have an open mind to understanding that and learning new ways of thinking. And then I try to support my supervisee with having that same kind of open mind to kind of understand what the lens of the client is like, so that they can better help them based on their worldview, and not necessarily the supervisee's worldview.*

Alexis recognized the benefits of asking questions about a client to allow her supervisees to see another perspective and have an open mind. By modeling curiosity about differences in worldviews, Alexis believes her supervisees become more understanding of social issues that may exist.

Anne also spoke about the importance of modeling social justice practices. However, she discussed the use of modeling when talking about the language she uses in supervision sessions.

> (Interview 1) *So, with her, it was really kind of instilled in me that this is something that is in every conversation, and it is my priority to model it in every conversation. So that was something I learned, and that did change my future interactions with supervisees and how I talk about culture and social justice.*

Anne recognized the importance of modeling throughout the supervisory process. She spoke about the use of culturally sensitive language and accurately describing a client and social justice concepts when speaking in supervision.

Anne described her approach to infuse social justice concepts into her supervision sessions to help her supervisees with social justice practices.

> (Interview 3) *A lot of this has been shared already in our other interviews, but prioritizing these conversations throughout the entire counseling process, so broaching my identities and my supervisees' identities there in the very beginning of supervision to give us a foundation of where we're coming from. And then within their work with clients, constantly incorporating that into conversations, when we're conceptualizing clients, when we're treatment planning, when we're talking about the therapeutic relationship, diagnosis, all of that. Making sure it's infused and creating space for those conversations.*

Similar to the way a counselor broaches social justice related topics with their clients in counseling, she will model broaching in supervision as she discusses her identities and the identities of her supervisees. Anne believes this allows her supervisees to develop a social justice foundation that will be translated to the counseling room.

Anne also believes she can model social justice practices by the environment she creates, her own active engagement, and topics she introduces during supervision.

> (Interview 3) *And yeah, another way is I can model this through my office space. So, the books that I have on my bookshelf, the stickers that I have on my bulletin board, what I wear. You know I can wear a shirt that says something that models who I am. I can model it by my active engagement with student organizations, with tabling and outreach, by knowing what's going on and bringing up those conversations in supervision so saying,*

like, 'There was an election yesterday. Do you want to talk about it in supervision hour that we have together?' Uh, one other thing would be sharing personal examples from my work with clients to my supervisees and how I broach culture, or how I would respond if there was a cultural rupture or something like that. Showing that I'm doing it, and then two, to also show them that I'm not perfect also, and that we're going to make mistakes, and this is uncomfortable work to do.

Anne's use of modeling goes beyond the supervisory sessions. By incorporating a social justice perspective in her own counseling practice, her supervisees can learn from her experiences and the way she conducts herself as a counselor.

When asked about advice she would give to a new counseling supervisor attempting to incorporate a social justice perspective, Anne expressed the importance of modeling.

(Interview 4) *One is modeling vulnerability, modeling that we will make mistakes. Also sharing examples of times we've made mistakes, sharing our successes, giving real and tangible examples from our experience with clients. And then modeling that practice in the supervision relationship would be two advices.*

Anne recognized the benefits of modeling. She believes her supervisees find value from hearing about real counseling examples and mistakes she made as a counselor in training.

Similar to Alexis and Anne, Gabriella emphasized the need to model social justice practices during supervision. She spoke about her own experiences and the role of a supervisor to train supervisees to support others.

(Interview 2) *So social justice is very important to me. Especially since, you know, from the last interview, I talked about how there's been a lot of impacts on my life and on those I care about. And in turn, I feel like the populations I serve, I feel like I can't be*

adequately in this counseling position if I don't also advocate for resources and support for the populations I work with. And not only that, but I also think that as a counseling PhD student, I also care about training future counselors, and I feel like I can't do that by myself. I'm also modeling that and training them to be aware and informed of the issues going on that impact them and also the clients and populations that they will serve.

By modeling social justice practices to future counselors, Gabriella believes her supervisees will better serve marginalized populations.

Gabriella also acknowledged the likelihood that her supervisees may not be informed about the social justice issues of their clients. As a way of becoming informed, Gabriella discussed the use of modeling to increase her supervisees' ability to ask questions.

(Interview 3) *Sometimes they just are ignorant because they hadn't been informed about things in the first place. So, like looking at things with empathy, and the reason why I mentioned that is because, in turn, like also encouraging them to look at a client they're working with empathy as well. By envisioning oneself in another shoes, I think it helps to also envision, like, the different struggles and challenges that some people of certain demographics might be facing. And then another thing that I thought was also helpful was also encouraging, like open communication and asking questions. With both classes I had TAed for, as well as when I was a site supervisor, I had encouraged my supervisees to ask questions. And I also admitted to them like, I don't know everything. I don't know the answer to everything, but we will try to work it out together. We will try to figure it out and find someone who might know the answer or might be better equipped for this, and recognizing that, like supervision is like an ongoing thing.*

Gabriella emphasized the importance of empathy and her encouragement for supervisees to

envision themselves in the shoes of others. She also acknowledged that she may not be informed about key issues and spoke about the way she will model the use of consultation with her supervisees.

Latte discussed the use of modeling; however, she took a different approach than the other participants.

> (Interview 4) *So, I share with them the importance of creating that space, where everyone feels comfortable, and I try to get videos about how it looks, how it should look to have an equitable environment. And in that same video, I will make a point about what should not be accepted there related to a non-social justice practice.*

Latte's modeling approach focuses on the use of educational videos about the counselor role and counseling process. By using these videos, Latte is able to demonstrate what a safe and equitable environment is like and practices that should be avoided.

The participants discussed the use of modeling as a supervisory practice when supporting graduate counseling students with the implementation of social justice practices. Through the use of demonstrating skills, questions and curiosity about a client's worldview, culturally sensitive language, discussion of past experiences and mistakes, empathetic responses, and educational videos, the participants provided valuable support to their supervisees. They each discussed the benefits of modeling social justice practices as it allows the supervisees to visualize and understand the value of social justice concepts.

Practice Three: Linking Supervisees to Resources and Support

Linking supervisees to different resources and support was discussed during the third and fourth round of interviews. The participants recognized the value of incorporating diverse perspectives of social justice during the practicum and internship experience. By linking

supervisees to additional resources and support, the participants can better assist their graduate counseling students with social justice action.

Alexis spoke about the importance of linking her supervisees to additional resources and discussed the need for supervisees to immerse themselves in counseling organizations.

> (Interview 3) *Using counseling resources that are credible resources, sometimes media or some resources may not be as credible as others, and so in counseling. Thankfully, there are a lot of social justice related groups that provide guidance and information, accurate information, to counselors, to students, and so I would direct them there as well as counseling professional organizations to give information. As doctoral students, I suggest that students enroll in CESNET-L, sometimes that's a good thing and sometimes it's not. But it still allows people to have sort of free speech in terms of inquiring about different things and counseling. And I think that's pretty much it, like trying to immerse yourself in counseling specific organizations that cater to social justice or cater to advocacy. And then figuring out what's going on in your actual community too, and if you can be a part of that in any way.*

Alexis recognized the value of utilizing different resources during supervision. She spoke about the benefits of having resources that encourage free speech when discussing social justice work within counseling. Additionally, she believes her supervisees need to be informed about local resources as well and engage with others in their community.

Alexis found the value in linking supervisees to credible resources and stated, (Interview 3) "*Having them see things for themselves and pointing them to resources or pointing them in the direction of credible resources to study."* She then talked about the support she offers whenever supervisees are beginning to engage in social justice action for the first time.

(Interview 3) *And so if they're a little bit apprehensive or they're unsure of what they can do and how they can start, I encourage them to contact an organization that's probably already doing some of those things to try to get some understanding as to either what they can do or how they can join in with that organization to support that cause.*

Linking supervisees to organizations can provide direction and support. Alexis believes this practice can be especially valuable for supervisees that are unsure of social justice action they should take.

Furthermore, Alexis discussed the use of resources that could be offered for supervisees that struggled to incorporate social justice practices. (Interview 4) *"So, there's a lot of plans in place to support that. We have a lot of professional development activities that we can suggest to our students at our university that would be a dispositional concern."* By linking supervisees to specific professional development activities, Alexis allows her supervisees to improve their social justice practices and meet the expectations outlined by the university.

Anne discussed the importance of resources to increase knowledge and promote social justice action. She spoke about the benefits of linking supervisees to diverse information and the many articles she will incorporate in supervision.

(Interview 3) *Because when I was thinking about this question, the main thing I thought about was articles, journal articles, and that's probably because of my education and background as a PhD student. Articles are my go to if I'm trying to teach anything.*

While discussing the diverse forms of material she will utilize in supervision, she discussed the use of books, memoirs, videos, podcasts, and training specific to social justice action. Anne often spoke about these resources and recognized the value of learning about the experience of others and different ways she could grow in her social justice practice.

Also, when asked how she would support supervisees that struggled to incorporate social justice practices, Anne discussed mentorship and connecting the supervisee to a professor at their university.

> (Interview 4) *I can't speak from experience, because this hasn't happened, but if I was getting a lot of pushback from a supervisee, I would probably include their professor for additional support. I would definitely collaborate with my colleagues about support for me and how I could be better.*

Anne emphasized the benefits of involving others when a supervisee is experiencing challenges with social justice practices. She also noted the value of collaboration to ensure she was doing everything she could to help the supervisee.

Similarly, Gabriella discussed the challenges her supervisees may have when implementing social justice practices for the first time, especially if their site supervisor is insensitive to the subject.

> (Interview 3) *And you know, first of all, like, affirm that, 'Yeah, this can be uncomfortable.' And acknowledge that, 'Yes, that's normal and that's okay that you feel uncomfortable about doing this, especially if this is the first time that you're doing this.' But then also trying to understand why, and trying to understand, like, what might be the cause for these emotions and feelings. Or, you know, perhaps there might have been any previous experiences or traumas that have made it difficult for them to feel more comfortable with this. But then also, you know, and based on like, what they say, for example, a supervisee might feel uncomfortable speaking up, especially like say that they are working with a site supervisor who might be like spreading or saying hateful or racist stuff. You know, that can be difficult to like, stand up to that person. But then also, you*

know, based on that random example I mentioned, you know, helping them identify some resources. 'Alright, if this person might be, you know, saying or doing these things, let's try to identify some people in addition to the site supervisor that you could also call on for help.' Or perhaps even, as a university supervisor, probably also being in touch with that site supervisor, or providing some training to that site supervisor. And I think also, you know, using, like, a multi-tiered approach and trying to, you know, first of all, understand why they might be uncomfortable with it. But then also, based on that, you know, trying to find different strategies and tools and resources to help them feel more empowered and more supported with wanting to be able to do more social justice work.

Gabriella spoke about the importance of empowering her supervisees for social justice work by identifying fears and focusing on different strategies and resources that can help them feel more comfortable.

Similar to Anne, Gabriella talked about the importance of collaborating with others as social justice action can be challenging. She mentioned the importance of having a strong network of colleagues to collaborate with as you engage in social justice work as a counselor.

(Interview 3) *And not only that but also recognizing that it's okay that we don't all know the answers to everything. And so, it's an ongoing process of collaborating and consulting with others. And also, I mentioned too about like, the importance of collaboration and consultation with others, whether that be like other, you know, counselors within like your school or within like your private practice or agency.*

Gabriella elaborated on her use of collaboration and discussed the benefits of speaking with a diverse group of colleagues. She recognized how unique situations can be and the importance of getting multiple perspectives.

Latte takes a similar approach as she encourages her supervisees to enroll in additional continuing education courses as they begin to implement social justice practices. She also spoke about the information they may receive and how to consider their beliefs as they interpret the information.

> (Interview 3) *So, one of the things that I always recommend is to have continued education classes or courses, but I will be very meaningful where I will take these courses, not necessarily because a person is from a minority background or a person of color. Their trainings aren't going to be the most complete, the more professional they will include all the information. I have found people that are White, that are from different racial backgrounds, and they have some great training in multicultural awareness and counseling. So, I will mention, 'Be careful and open-minded about how you're going to feel. Filter the information that you receive to the different professional organizations, and that will include from ACA to the American Mental Health Counseling Association, and a state chapter. And think about the information that you obtained your own, your own belief and views, and how you're going to interpret that information as well.'*

Latte expressed the belief that continuing educational courses are great sources of social justice information for graduate counseling students. However, she acknowledged the limitations of some courses and discussed the support she provides as her supervisees make sense of the information.

Latte will also utilize online videos to support her supervisees. (Interview 3) "*And also, sometimes I have found YouTube videos or TED Talks that talks about the topic."* Additionally, Latte will bring in colleagues from different counseling settings to speak to her supervisees about

social justice practices.

> (Interview 3) *I like to bring in speakers that are in the profession, that work in different scenarios, that might work in prisons, that might work in the VA, private practice, government, so they can express to them how the different counseling profession looks wherever you work. But the service that we do is the same, how we deliver, how we connect with the people that might be different. So, I have those real-life examples and bring them to class makes a huge difference.*

Latte's approach of having colleagues from different settings connect with her supervisees allows them to hear about diverse social justice issues and practices. Also, it provides graduate counseling students an opportunity to learn from other counseling experiences as they attempt to incorporate a social justice perspective.

The supervisory practice of linking supervisees to additional resources and support was identified as the participants spoke about the implementations of social justice practices within counseling. Diverse reading materials, professional development, continuing education, engagement in counseling associations, online videos, consultation, and interviews with colleagues were utilized by the participants for this practice.

Practice Four: Supervisory Assessments and Evaluations

The practice of completing supervisory assessments and evaluations was discussed during the final round of interviews. During this discussion, the participants spoke about the ways they assess the social justice practices of their graduate counseling students and additional support they can provide. Additionally, they spoke about the role of the counselor and the belief that graduate counseling students need to demonstrate social justice practices during the practicum and internship courses.

Alexis discussed the social justice focus at her institution and how social justice practices are (Interview 4) *"embedded and ingrained in every single course that they take at the university."* However, if a supervisee is struggling to incorporate social justice practices, there are several ways she can provide support.

> (Interview 4) *So, if they are unable to fully understand and assess social justice concerns and social justice issues, they would get put on a plan and so they would be responsible for doing some of that research on some of those topics, and writing on it, and explaining or learning about different aspects of where they might have impairments. But with that, in addition to that assignment that they might be given, a conversation to kind of talk about where this stems from a lot of the times when individuals have blocks. It can come from personal experiences or a lack of some experiences. And so having that conversation about what's happening, what they're thinking, what their viewpoints are, and respecting those as well, to try to meet them where they are and help them understand it a little bit better. Those are things that I do in addition to what the University puts in place to have them complete.*

Alexis provided examples of supervisees that struggle to implement social justice practices and a specific plan she will develop to assist them. This plan allows the supervisee an opportunity to research specific social justice topics. Also, the supervisee will be asked to discuss the challenges they may be experiencing to increase their insight and understanding of social justice practices.

Alexis also discussed the benefits of evaluating her supervisees in diverse counseling scenarios during the practicum and internship courses. She spoke about the lack of awareness supervisees may have and the insight they gain from counseling clients with unique backgrounds.

(Interview 4) *And then, in terms of working with students, I've had some students who have had a block, or they haven't been able to see things, or they approach internship and practicum with their viewpoint or their life experiences, which may be limited. And when they get into a different setting, they're able to see situations in a totally different light. And so, with supervisees, I think it has been helpful with some of them who've had totally different experiences going into sites, working with clients or working with students, and actually having them pay attention to some of the underlying things. And so, they stop seeing their clients or their students as others, and they really try to immerse themselves and what might be happening and what they can do and what their identity means, and how their inner identity might interact with their students or their clients. And so, I think that's probably been one of the biggest experiences in helping students or supervisees who may have had limited life experiences or may not have had a lot of interaction or even interest in diversity or social issues and having them uncover those through their work with clients or with students.*

Allowing supervisees to experience diverse counseling opportunities can broaden their viewpoints. Alexis believes these experiences allow her supervisees to immerse themselves in their client's reality and gives her valuable information when evaluating their social justice practices.

Through her years as a supervisor, Alexis supervised graduate counseling students that did not find it *"necessary"* or *"valuable"* to incorporate social justice practices. With these students, she discussed her response to *"speak up"* and consider her role as a gatekeeper.

(Interview 4) *And so, there are things put in place along the way to try to support them, but also to gatekeep, to keep them from seeing clients or getting to that point. But on the*

other side, I am a gatekeeper. And so, if I feel as though a student has a block or an impairment or is acting in a discriminatory or a bigoted way with either the content or even sometimes their clients, it's my job to speak up and say something. And so from a supervisor role, I can't let that student move on, and so I would voice my concern in terms of getting them the support that they need or trying to stop them in that process so that they can't move forward.

Alexis recognized the importance of completing evaluations on her graduate counseling students and her role as a gatekeeper. She emphasized the ethical responsibility to do no harm and the steps she takes to ensure her supervisees are effective in their social justice practices.

Anne discussed the importance of assessing social justice practices during weekly supervision sessions and formal evaluations known as midterms and finals. To assist with these evaluations, she spoke about the use of case conceptualization presentations that discuss the influence of a client's cultural identities on the counseling process.

(Interview 4) *The only thing I can really think with this question is in regards to the evaluations, so making sure that in the midterm and final evaluation, there is a component about multiculturalism and social justice, so that it is a tangible thing that we are monitoring. And from midterm to final, we can see your progress. Along those same lines, I know for our interns, they're required to do a case presentation, a big one, and then also weekly video presentations where they're required to consider their clients' cultural identities, how it's impacting the relationship, how it's impacting treatment, and all that kind of stuff and conceptualization. So that's another way where it's like tangible. Every week you are considering this in your work with clients.*

Anne talked in length about the use of client case presentations during the evaluation of a

supervisees' understanding and use of social justice practices. She will explore key social justice concepts when a supervisee presents a client case and evaluates their ability to engage in necessary action.

Anne's assessment strategies also include a review of session recordings and observing interactions her supervisees have with clients and colleagues. She believes the assessment process is ongoing and will also consider things her supervisees do in their personal life.

> (Interview 4) *I assess it verbally and in individual supervision. So, as we're discussing clients, treatment plans, conceptualization, advocacy, just monitoring and taking into account how they're talking about clients and talking about that kind of stuff. I also assess it by watching their client tapes and providing feedback on those, and then how they interact with other staff members, you know, things they talk about at lunch and in the hallway and things like that. And then the last thing I would say would be during check-ins or in kind of more personal conversations when they talk about things that they're participating in and things that are important to them during your assessment.*

Assessing a supervisee's performance throughout the practicum and internship experience allows Anne to have a better understanding of their abilities. Because Anne believes social justice action should also occur outside the counseling room, she will consider a supervisee's interactions with colleagues and their community engagement during the assessment process.

Even though Anne did not have a supervisee that was resistant to implementing social justice practices, she spoke about a colleague's supervisee and the approach she would take in this situation.

> (Interview 4) *You know, do we force the supervisee to be in this group because it is an expectation of our ethics, or does that disadvantage the clients of the group, because the*

group leader definitely doesn't want to be in it. So, in that case, we did not force that supervisee to lead that group for the sake of the clients, but it definitely was noted and talked about, and that supervisee definitely did get a lower, well, it was noted on the evaluation. And the supervisor, the professor, was involved in everything, but probably would need to talk with that supervisee about where's this coming from. How does that perspective work in alignment with our ethics? How can we compromise? How can we get there? So, making a plan with them, because it isn't optional. So how are we going to make it happen in alignment with their values also?

Anne discussed the influence of personal values and counseling ethics when evaluating a supervisee's performance. She acknowledged the need to discuss these influences to ensure proper assessment was occurring.

Similar to Alexis and Anne, Gabriella talked about the importance of assessing social justice competencies. However, she recognized the limited time graduate counseling students have to show growth with the use of social justice practices.

(Interview 4) *That, to be honest, is very difficult to assess. I know that social justice competencies are ongoing, so even like beyond the classroom environment, or beyond having like that supervisory time with them, it's an ongoing thing that they'll have to continue in the counseling field. So, for the time that we do have together, you know, I think I kind of keep the bar low, unfortunately, because there's limited time. And it's, you know, it's kind of difficult to do so. So, I think as long as they've learned action steps that they can take things to be aware of and mindful of, you know, especially regarding their privileges and their intersectional identities and that of the clients that they're going to work with. As long as they're mindful of that, as well as things that they should and*

should not do in certain circumstances, I think that there has been some growth. First of all, you know, I try to see whether or not there has been some growth in some way, and if there has been some growth even a little bit, that has been positive for them, hopefully.

Even with the limited time in the practicum and internship courses, Gabriella discussed the need for evaluations. She spoke about the use of realistic expectations and the need for supervisees to learn action steps and demonstrate understanding of social justice concepts.

Gabriella also spoke about assessing a supervisee's desire to improve their social justice practices. She believes tangible feedback and support received during practicum and internship projects allow her to assess this important area.

(Interview 4) *And so, I think that by having like, some video recording or audio recording in which we can like, hear and see like things going on, and then therefore, also identify, okay, here are some things that work, some things that are areas of improvement. And I think in that way, it can be a little bit more objective. And, there's a way that we can also more formally assess, you know, things, and also provide more tangible ways in which they can improve. So, yeah, one example of that was, you know, in the class I TAed for, the students had case conceptualization projects where they also went over the case conceptualization with background information on the client they worked with, as well as, you know, there's the self-reflection piece about their identities. And then, in addition to that, they presented on, you know, the presenting concerns and the interventions and strategies that they worked on with the client in the session. But also they opened it up to myself, as well as, like the rest of the class, and also the professor, in terms of, you know, here are some challenges that I'm facing, or I have a question about X, Y and Z, and working with this person who might be of a different*

background than myself. So, yeah that's what we did there. And then, when I was a site supervisor, I kind of did similar things as well. You know, the students would send me their video or audio recordings, and then also if they had questions about something, we went over them.

Discussions on video recordings and case conceptualization projects give Gabriella more information when assessing supervisee's social justice practices. She believes the discussion on these assignments allows her to be more objective and accurate when identifying proper use of social justice concepts.

For supervisees struggling to incorporate social justice practices, Gabriella will provide additional education about action steps.

(Interview 4) *Well, I try to, you know, first of all, define like, what social justice is and how like there are like action steps that can be done. And next, I also try to see like, first of all, like what the supervisee might be thinking or feeling or going through that might be affecting whether or not, you know, how they feel about implementing the social justice practices and strategies.*

Gabriella will provide examples of social justice practices and consider the supervisee's thoughts and feelings when completing evaluations. During this time, she will also attempt to identify ways she can support her graduate counseling students as they grow in their counselor role.

Additionally, Gabriella spoke about factors that influence a supervisee's ability to incorporate social justice practices. These factors include a client's socioeconomic status, demographics, and ecological system.

(Interview 4) *I think some challenges are that things are always, like, a bit subjective, you know, there's not one way to do social justice. It really just depends on, you know,*

the client, the demographics of the client, as well as the demographics of the supervisee themselves too. And also, I think also the presenting concerns and issues that the client needs assistance with. And I think there's a variety of factors that also impact that too. You know, the socioeconomic status of the client, also the age of the client, and the interests of the client. And then also, you know, I think other people within, like, the ecological system in which the client is in, you know. So, I feel like it makes it difficult, because there are sometimes, and I feel like, especially when you're working with children, like, a lot of things are out of your control.

Gabriella recognized the challenges of evaluating graduate counseling students on the use of social justice practices and spoke about influencing factors. She believes social justice practices can look very different and talked about her approach to individualize aspects of the evaluation process.

Just as Anne and Gabriella discussed, Latte talked about the value of having her supervisees present client cases during supervision.

(Interview 4) *I like for them to discuss cases, actual cases, that they are being assigned. They will talk about and discuss what they have been doing and their different practices. I like the other students, colleagues, to get back to them, give their perspective. And the most important for me, it's recommendations about what other students will do differently in those same scenario. So for me, it's important that the students verbalize their practices, because when you verbalize, I think you're more conscious about what you're doing. You're more conscious about why, if I did this differently. So that's a big thing. I have a rubric that I have developed at work that they can discuss. It's like a case conceptualization form that we have developed in the program where they we have the*

social justice part included.

By having client case presentations, Latte believes her supervisees are able to receive and provide feedback about their social justice practices. Latte will also use the discussions between her supervisees to assess their ability to implement social justice practices.

Latte will also assess her supervisees' understanding of social justice concepts by having them complete brochures and videos.

> (Interview 4) *Also, I'm always trying to ask them, it's kind of a challenge, because they have a lot of work, if they can do any brochure or YouTube videos. YouTube videos about social justice, including counseling. So I have not been that successful because they're very busy. But in the past, when I was in another institution, my students were able to develop clips, if you were going to publish in YouTube with sound, with different examples, and that was neat, too.*

Latte's use of additional assignments specific to social justice within counseling allow her to have another source of information when completing evaluations.

Additionally, when offering support in supervision, Latte will focus on the progression of a client and the client's ability to express themselves in session.

> (Interview 4) *One of the most important things is when I see that they're expressing to me that their clients are progressing, or they are expressing themselves in the counseling session, that they're not stuck. When I see that the clients might be stuck or are not collaborating or not engaging in the process, then I get a layer of worry. So, we will discuss why the client is not making progress with the students. What is happening there? Is this because they're not feeling safe? Is this because they're not feeling welcome? If it's something related to the student, or is maybe something from the client, or the client*

might need to be with another clinician.

If a client is unable to express themselves, Latte will ask questions about the supervisee's ability to foster a safe environment and engage with the client. She believes this is a critical social justice area to assess as supervisees need to demonstrate the ability to counsel clients from diverse backgrounds.

The practice of using supervisory assessments and evaluations is needed to ensure graduate counseling students are properly engaging in social justice work. Each participant recognized the challenges of completing assessments and evaluations and discussed methods to assist with this process. With the use of social justice research plans, diverse counseling opportunities, video recordings and client case presentations, additional practicum and internship assignments, observation of interactions outside the counseling room, discussions on safe environments and engagement with clients, questions about community involvement, exploration of a supervisee's desire to improve, and their gatekeeping role, the participants complete supervisory assessments and evaluations.

Summary

During the analysis of the research data, the four practices of counseling and advocacy interventions, modeling, linking supervisees to resources and support, and supervisory assessments and evaluations were identified. The conceptual framework of the IDM supervision model and MSJCC were considered during the organizing of these practices. By presenting these practices, I described the ways the participants supported their supervisees on actions related to social justice attitudes and beliefs, knowledge, and skills.

Chapter Seven – Discussion and Conclusion

In this narrative inquiry, I interviewed four counseling supervisors that incorporated a social justice perspective during the supervision of practicum and internship graduate counseling students in clinical settings throughout the United States. Using a qualitative research approach, I completed interviews to explore the guidance and support the participants provided regarding social justice attitudes and beliefs, knowledge, and skills. I then analyzed the data from these interviews with my conceptual framework of the IDM supervisory model and MSJCC in mind. Narratives and direct quotes were presented to preserve the unique experiences of each participant and their desire to focus on social justice practices during supervision. Additionally, themes and practices across the narratives were identified to answer the two research questions.

The analysis process produced brief narratives related to the participants' personal experiences, supervisory themes regarding the development of social justice concepts for graduate counseling students, and supervisory practices utilized by the participants to support social justice action. The narratives presented in chapter four illustrate the personal experiences and social justice foundation of each participant. In chapter five, themes related to the development of social justice attitudes and beliefs, knowledge, and skills for graduate counseling students were discussed. Chapter six then presented practices utilized by all the participants as they supported graduate counseling students on actions related to social justice attitudes and beliefs, knowledge, and skills. Together, the narratives, themes, and practices provide valuable insight into the social justice guidance and support counseling supervisors can provide during the supervision of graduate counseling students in the United States.

The purpose of this study was to explore how supervisors, practicing from a social justice perspective, model attitudes and beliefs, knowledge, skills, and actions during supervision of

graduate counseling students in clinical settings throughout the United States. This study is guided by the following research questions:

1. How do supervisors guide graduate counseling students on the development of social justice attitudes and beliefs, knowledge, and skills?
2. How do supervisors support graduate counseling students on actions related to social justice attitudes and beliefs, knowledge, and skills?

The brief narratives described in chapter four provided insight into the lived experiences of the four participants and their desire to incorporate a social justice perspective in counseling supervision. These narratives considered the three-dimensional space of narrative inquiry (Clandinin, 2013) and were collected over four rounds of interviews focused on the participants as individuals, counselors, and counseling supervisors. The narratives were intentionally presented prior to the discussion of themes and practices to provide understanding of the participants' personal experiences and the social justice lens they utilized during supervision of graduate counseling students.

Supervisory themes were then presented and discussed to answer research question one. These themes were identified using my conceptual framework and Durdella's (2019) three stages of analysis. Multiple rounds of open and value coding and discussions with members of my committee occurred as I worked back and forth through the research data. The four themes were: *situating supervision within sociopolitical contexts*, *cultivating critical self-awareness as a foundation for social justice practice*, *centering clients' worldviews in the counseling process*, and *using the counseling relationship as a site for social justice work*. By focusing on these common themes, the participants were able to guide graduate counseling students with the development of social justice attitudes and beliefs, knowledge, and skills.

Supervisory practices were later presented and discussed to answer research question two. These practices were also identified using my conceptual framework and Durdella's three (2019) stages of analysis. After multiple rounds of open and value coding and discussions with members of my committee, codes describing the support the participants provided regarding social justice actions were identified. Initially, these codes were considered themes; however, after additional discussions with my committee, these codes were labeled practices. The four practices included the following: counseling and advocacy interventions, modeling, linking supervisees to resources and support, and supervisory assessments and evaluations. By utilizing these practices in supervision, the participants were able to support graduate counseling students with actions related to social justice attitudes and beliefs, knowledge, and skills.

Narratives

By attending closely to the three-dimensional space of narrative inquiry, I was able to come alongside the participants as they retold their stories. The focus on the temporality, sociality, and place dimensions allowed me to place myself in the lived experiences and observe the interruptions, disruptions, gaps, and silences of the shared experiences (Clandinin, 2013). I was then able to search for meaning by analyzing and interpreting the stories of the participants (Kim, 2015). Through collaboration with the participants, I organized the narratives into chronological order (Durdella, 2019) and identified personal experiences that shaped their social justice foundation and desire to focus on social justice in counseling supervision.

After briefly discussing the participants' identities, the narratives covered the unique upbringings of each participant. Alexis and Gabriella identified the early exposure of social justice related issues and provided examples of experiences in their childhood. They spoke about the impact of these experiences and how their understanding of social justice grew. Latte also

identified the impact of social justice related issues early in her childhood; however, she provided a unique perspective as she was raised outside the United States. Being raised in Puerto Rico, Latte discussed her belief that social justice concepts were imbedded in her values and religious beliefs. In contrast, Anne's upbringing did not include an understanding of social justice, and she was not exposed to social justice related issues until college.

The narrative then discussed the journeys leading up to the participants' role as a counselor and how their understanding of social justice increased. Alexis' passion for social justice became more evident when she attended college and began to engage in advocacy. She recognized the influence of her education and the belief that she could be a voice for marginalized populations as a counselor. Anne also discussed the influence of her education and spoke about her exposure to social justice during multicultural courses and discussions in graduate school. She reflected on her graduate school experiences and different social events that have occurred in the last six years. Gabriella spoke about her desire to learn more about social justice and different research she has read since pursuing a career as a counselor. She recognized the importance of speaking with marginalized individuals and learning about their experiences to increase her knowledge and understanding of social justice. Latte also spoke about the importance of speaking with diverse populations and discussed her early experience as a case manager and work with a non-profit organization. The time in these roles allowed Latte to understand the lack of resources and support others have and the need for social change. As she became a counselor, she continued to speak with colleagues and clients from diverse backgrounds to increase her understanding of social justice.

The counselor role was then discussed in the narratives, and the participants spoke about their focus on social justice practices when meeting with clients. Alexis continued to emphasize

the importance of advocacy and the benefits of encouraging clients to advocate for themselves. To best support her clients and potentially advocate on their behalf, Alexis acknowledged the need to be informed about social issues and different resources that discuss social justice related topics. Anne emphasized the connection of social justice and counseling as she spoke about her desire to broach social justice topics when meeting with clients. She recognized the importance of validating the client when they speak about social injustices and her approach to provide support and advocate. Gabriella also discussed the relationship between social justice and counseling and how a counselor's understanding of social justice influences the counseling relationship. She then reflected on her use of advocacy when serving marginalized populations and ways she will provide encouragement and hope to clients. Latte's focus on social justice differed from the other participants as she often spoke about a client's basic necessities and ability to care for themselves. However, like the other participants, she recognized the need for clients to advocate for themselves and described her use of encouragement to empower clients.

Additionally, the narratives discussed the role of a counseling supervisor and the participants' approach to incorporate social justice practices in supervision. Alexis highlighted the need to consider the worldviews of both the graduate counseling student and the client. She spoke about the different roles she will utilize in supervision and her focus to promote growth and recognition of social justice practices. Alexis also discussed the importance of viewing a client within a social system and need for graduate counseling students to immerse themselves with others to understand diverse worldviews. Anne emphasized the importance of educating graduate counseling students on social justice practices throughout the supervisory process. She acknowledged the significant influence of identities within the counseling relationship and strived to improve the competence and ethical practices of her supervisees. To assist with the

challenges of providing supervision from a social justice perspective, Anne identified the need to consult with colleagues and other counseling supervisors. Similar to Alexis and Anne, Gabriella spoke about identities within the counseling relationship and her approach to focus on the unique perspectives of the graduate counseling student and client. She recognized the value of providing feedback during supervision and the importance of the gatekeeper role when students failed to implement ethical practices. Gabriella also discussed supervisory models that incorporate a social justice perspective and her use of these models to promote advocacy and use of social justice practices. Latte's approach focused on self-reflection and increasing her supervisees' awareness of biases and microaggressions. She expressed the importance of having a safe counseling environment and discussed her use of modeling and critical feedback to assist her supervisees in this area. Also, just as Anne recognized, Latte spoke about the challenges of incorporating social justice practices during supervision and found it beneficial to compare notes with other counseling supervisors.

Research Question One

I utilized the analysis of narratives approach to identify relevant themes to answer research question one. This approach allowed me to use the participants' stories as a basic unit of analysis to identify shared themes (deMarrais & Lapan, 2004) and uncover commonalities that exist (Kim, 2015). Durdella's (2019) three stages of preliminary data analysis, thematic data analysis, and interpretation were also utilized as a guiding structure during the analysis process.

Situating supervision within sociopolitical contexts was the first theme identified. With the general elections occurring less than a year before the interviews, the participants spoke about the significant influence of this theme on the development of social justice attitudes and beliefs, knowledge, and skills. The influence of this theme appeared more significant with the

evolving sociopolitical climate across the nation and the new administration's opposition of diversity, equity, and inclusion initiatives. These recent changes produced contradictions with counseling ethical guidelines (ACA, 2014) and standards (CACREP, 2023) and the participants recognized the importance of attending to this theme during supervision of current graduate counseling students. With limited research focusing on this area, the participants discussed their approach to advocate when necessary and foster a safe environment when sociopolitical topics were introduced during supervision. However, some of the advocacy efforts the participants engaged in, or encouraged their graduate counseling students to engage in, were discussed in the MSJCC (Ratts et al., 2015), ACA Counseling Competencies (Lewis et al., 2003), and an approach outlined by Cook (2017). These articles highlighted the importance of advocating on the public policy and global levels to create change. This advocacy includes communication with policy makers and elected leaders to overcome injustices. With limited guidance on supervision within sociopolitical contexts, the participants focused on advocacy and empowering their clients to create change.

The second theme identified was *cultivating critical self-awareness as a foundation for social justice practice*. During the first three rounds of interviews, the participants emphasized the importance of increasing the self-awareness of graduate counseling students when developing social justice attitudes and beliefs, knowledge, and skills. Their focus on cultivating critical self-awareness is a significant piece of cultural humility (Hook et al., 2016) and is consistent with the original work of the MCC (Sue et al., 1992). Self-awareness is a foundational competency in the MSJCC and is viewed as a critical step for those practicing from a social justice perspective (Ratts et al., 2015). The development of critical self-awareness is also a vital part of developmental supervisory models, like the IDM, as supervisors are required to

continuously assess a supervisee's self-awareness throughout the developmental levels (Stoltenberg & McNeill, 2009). Additionally, supervisory models related to social justice such as the Synergistic Model of Multicultural Supervision (Ober et al., 2009), the Social Justice Supervision Model (Dollarhide et al., 2020), and the Multicultural Integrated Supervision Model (Mitchell & Butler, 2021) discuss the importance of developing self-awareness of supervisees early in the supervisory process. The participants' emphasis on cultivating critical self-awareness for graduate counseling students appears to be consistent with social justice research and related supervisory models.

The third theme identified was *centering clients' worldviews in the counseling process*. The participants primarily spoke about this theme during the final three rounds of interviews. They acknowledged the value of understanding the worldviews of a client and recognized how this understanding relates to the development of social justice attitudes and beliefs, knowledge, and skills. The importance of this theme has long been recognized in counseling literature and discussed in depth during the creation of the MCC (Sue et al., 1992). The MSJCC later expanded on this theme and organized it into a developmental domain (Ratts et al., 2015). Clients' worldviews are also an overriding structure in the IDM supervisory model (Stoltenberg & McNeill, 2009) and discussed in research talking about the use of multicultural complexity during supervision (Peters, 2017). Supervisory models incorporating aspects of the MSJCC recognize the clients' worldviews within the counseling process (Dollarhide et al., 2020; Fickling et al., 2019); however, only the Multicultural Integrated Supervision Model (Mitchell & Butler, 2021) continues to have the clients' worldviews as a core element. The theme of centering clients' worldviews in the counseling process is consistent with research and counseling supervision.

The final theme identified was *using the counseling relationship as a site for social justice work*. Participants primarily discussed this theme in the second and third interviews when talking about their counselor and supervisor roles. During discussions related to this theme, participants spoke about the relationship between the counselor and client and how this relationship is central to social justice work. The counseling relationship has been a focus of counseling articles since the inception of the field and was a focal point of the MCC. When the MCC was developed, the creators recognized the importance of having a therapeutic relationship with culturally diverse clients (Sue et al., 1992). The emphasis on this relationship carried over to the MSJCC and the counseling relationship was at the center of the MSJCC's third developmental domain. When the MSJCC was developed, the power differences within the counseling relationship were considered and counselors were guided on the ways they could work through social injustices with clients (Ratts et al., 2015). Since the publication of the MJSCC, research has suggested the benefits of forming a therapeutic relationship to assist with rapport building, knowledge, and understanding of social issues (Crumb, Haskins, & Brown, 2019). Successful establishment of a therapeutic relationship can allow clients an opportunity to develop social justice knowledge and skills. Researchers have also encouraged counselors to come alongside clients as they engage in community events to increase understanding of social issues and power differences (Singh et al., 2020). Additionally, the counseling relationship was a significant focus during the development of the Multicultural Integrated Supervision Model. In this model, the supervisor seeks to improve a supervisee's ability to develop culturally appropriate relationships and interactions with marginalized clients. This relationship becomes the framework for additional social justice work (Mitchell & Butler, 2021). The participants' understanding of the counseling relationship as a site for social justice work appears consistent

with counseling literature and social justice related guidance.

Research Question Two

I also utilized the analysis of narratives approach to identify common supervisory practices to answer research question two. This approach allowed me to use the participants' experiences as a basic unit of analysis to identify shared elements (deMarrais & Lapan, 2004) and uncover commonalities that exist (Kim, 2015). Durdella's (2019) three stages were also utilized as a guiding structure during the analysis process. The four practices identified during this process include the following: counseling and advocacy interventions, modeling, linking supervisees to resources and support, and supervisory assessments and evaluations.

Counseling and advocacy interventions was the first practice presented. The participants emphasized the importance of discussing advocacy throughout the supervisory process. During all four rounds of interviews, the participants spoke about their advocacy efforts and ways they could support graduate counseling students in this endeavor. This practice aligns with the counselor identity and key documents such as the ACA Codes of Ethics (ACA, 2014) and CACREP Standards for counseling programs (CACREP, 2023). Advocacy is a primary responsibility for counselors and ethical guidelines discuss the important role of advocating for clients when systemic barriers are present (ACA, 2014). The MSJCC covered counseling and advocacy interventions in depth and outlined advocacy efforts for counselors on every ecological level (Ratts et al., 2015). Similar to the experiences of the participants, the MSJCC encourages counselors to advocate in a variety of ways. Advocacy efforts could include individual advocacy, encouraging others to engage in advocacy, or a collaborative approach and advocating with clients (Ratts et al., 2015). Recent supervisory models such as the Multicultural and Social Justice Clinical Supervision Model (Fickling et al., 2019), the Multicultural Integrated

Supervision Model (Mitchell & Butler, 2020), and the Social Justice Supervision Model (Dollarhide et al., 2021) have discussed the importance of advocacy and provided guidance for counseling supervisors. The participants' focus on counseling and advocacy interventions within supervision aligns with the field's identity, ethical guidelines, teaching standards for graduate counseling students, and guidance from social justice related supervisory models.

Modeling was the second supervisory practice presented. The modeling of social justice practices in supervision was emphasized during several interviews with the participants. This practice aligns with common practices supervisors utilize when supervising entry-level supervisees (Bernard & Goodyear, 2018). Modeling of skills and practices is considered a key quality for effective supervisors (Eklund et al., 2014) and the research participants discussed why this practice is critical when implementing social justice concepts. Research has supported the use of modeling to assist with the development of cultural humility and other social justice related skills (Hook et al., 2016). The Multicultural and Social Justice Clinical Supervision Model (Fickling et al., 2019), the Multicultural Integrated Supervision Model (Mitchell & Butler, 2020), and the Social Justice Supervision Model (Dollarhide et al., 2021) discuss the use of modeling to assist supervisees with self-awareness, culturally appropriate attitudes and beliefs, and advocacy. These areas were specifically discussed by the participants when reviewing their use of modeling and this practice is consistent with supervisory approaches within the field.

The third practice presented was *linking supervisees to resources and support*. The participants discussed the use of articles, continuing education, counseling associations, online videos, consultation, and interviews with colleagues to support supervisees with social justice action. This practice aligns with the MSJCC, which encourages counselors to seek relevant resources, professional development, and community support to increase their knowledge and

application of social justice concepts (Ratts et al., 2015). Similar to the approach taken by the participants, the IDM supervisory model discussed the use of educational resources to assist supervisees with knowledge and understanding (Stoltenberg & McNeill, 2009). Other supervisory models, such as the Multicultural Integrated Supervision Model, emphasized the benefits of exposing supervisees to diverse perspectives and experiences (Mitchell & Butler, 2020). The Multicultural and Social Justice Clinical Supervision Model recognized the value of having learning experiences beyond case discussions and encouraged immersion activities and advocacy for professional growth (Fickling et al., 2019). Lastly, the Social Justice Supervision Model highlighted the necessity of support to develop advocacy competence. This model discussed the use of collaboration, mentorship, and consultation for ongoing support (Dollarhide et al., 2021). The research narratives align with literature suggesting the linking of supervisees to resources and support. This approach appears to allow for growth that cannot be obtained with supervision dialogue alone.

The final practice discussed was *supervisory assessments and evaluations*. The practice of completing assessments and evaluations was discussed during the final round of interviews. The participants outlined several assignments and forms they utilize to assess the knowledge and practices of their supervisees. This practice aligns with supervisory literature as the assessment and evaluation process is considered a critical responsibility for supervisors. By completing assessments and evaluations throughout the supervisory process, supervisors protect the welfare of clients and guide supervisees on the development of counseling practices (Bernard & Goodyear, 2018). Assessment tools specific to the counseling of culturally diverse individuals were developed decades ago. Published tools focused on multicultural competence using guidance from the MCC. These assessment tools include the Multicultural Counseling Inventory

(Sodowsky et al., 1994); the Multicultural Awareness, Knowledge, and Skills Survey-Counselor Edition (Kim et al., 2003); and the Cross-Cultural Counseling Inventory–Revised (LaFromboise et al., 1991). When the MSJCC was developed, the creators included a self-reflective assessment that allowed counselors to gauge their competence level (Ratts et al., 2015). However, no known assessment tool has been developed for social justice practices within counseling supervision. During the collection of the research narratives, no participant spoke about the use of assessment tools or specific social justice evaluations. Instead, they referred to university documents or processes for formal evaluations of their graduate counseling students. When speaking about the use of assessments and evaluations, they recognized the importance of this practice and their role to be gate keepers of the counseling profession.

Contributions of the Study

There appear to be multiple contributions of this study to assist the field with the understanding of social justice anchored practices within supervision of graduate counseling students. First, all the participants participated in the four rounds of interviews during the summer of 2025. This period was significant as the general elections occurred less than a year before the research interviews. Due to the outcome of the elections and subsequent changes from the new administration, the influence of country's sociopolitical environment was captured during most of the interviews. This provided a unique opportunity to understand counseling supervision within the sociopolitical context.

Additionally, completing the interviews during a three-month period produced valuable and timely narratives. This allowed me to capture the narratives at a specific time and engage with the participants as they shared their stories and experiences as counseling supervisors. By completing the interviews in the same period, I was able to identify relevant themes and practices

that counseling supervisors can use today.

The relevance of two proposed supervisory models was also evident. Several of the themes and practices identified throughout this study align with the Multicultural Integrated Supervision Model (Mitchell & Butler, 2020) and the Social Justice Supervision Model (Dollarhide et al., 2021). The participants appear to be using guidance provided within these supervisory models despite only one participant expressing knowledge of these models. This suggests effectiveness of these two supervisory models as the participants provided evidence of their use in counseling supervision.

Lastly, the presentation of brief narratives, themes, and practices allowed the research audience to have a deeper understanding of the participants' experiences and their approach to counseling supervision. These sections were intentionally organized into separate chapters to provide context and clarity. The brief narratives were presented first to familiarize the audience with each participant and their unique background. The themes and practices were later presented to highlight the specific ways these participants were implementing social justice practices within supervision.

Limitations of the Study

During review of this study, several limitations have been identified. First, the participants in this study may not accurately represent the counseling field. Since the participants volunteered after receiving a brief description sent to the list servs for the CSJ, AMCD, and CESNET, they were not randomly selected and may not accurately represent counseling supervisors throughout the field. The supervisors were also identified as individuals practicing from a social justice perspective to ensure relevant data on effectiveness of social justice issues was obtained. Because of their advanced knowledge in social justice practices, their experiences

may not accurately describe those in the supervisor role with less social justice knowledge and experience.

Also, the participants were either faculty at a university or doctoral students. The association with a university likely influenced the interviews as universities have policies and accreditation standards that guide supervisory practices. Without these policies and standards, the participants may have engaged in other supervisory practices during their implementation of a social justice perspective within counseling supervision.

Additionally, limitations related to the participants' views of the current sociopolitical environment and how this environment impacts the counseling field may be present. The recent elections, division within the country, and perceived injustices from decision made by the current administration were often discussed by the participants. The participants shared views on the sociopolitical context may not accurately reflect the attitudes and beliefs of future counseling supervisors.

Recommendations for Future Research

With a limited amount of research in this area and evolving social justice issues, there are numerous directions for future research. A logical direction for research would include a further investigation into the effectiveness of recently developed supervisory models that incorporate a social justice perspective. If effective, supervisory models such as the Social Justice Supervision Model (Dollarhide et al., 2020) and the Multicultural Integrated Supervision Model (Mitchell & Butler, 2021) could provide valuable guidance for counseling supervisors.

Another consideration for research is the social justice education provided to graduate counseling students. Even though current educational standards discuss social justice (CACREP, 2023), current courses should be evaluated for effectiveness. Courses offering a greater insight

into social justice practices may lessen the guidance and support needed during supervision. Additionally, the practicum and internship requirements may need to be revised to include an emphasis on social justice practices.

Lastly, the findings from the current study could be further investigated. With many of the research themes and practices being consistent with the MSJCC, research focusing on these themes and practices could be explored. Some of the recently developed supervisory models include the implementation of the MSJCC; however, they are not specific to the practicum and internship experience. A supervisory model focusing on the practicum and internship experience could allow graduate counseling students an opportunity to develop social justice practices prior to them completing their graduate degree or obtaining a license.

Conclusion

This narrative inquiry aimed to explore the experiences of counseling supervisors that incorporate a social justice perspective during the supervision of graduate counseling students. Brief narratives describing the participants' unique experiences were developed through the use of semi-structured interviews with four participants. These narratives highlighted the desire of the participants to incorporate a social justice perspective during supervision and the guidance and support they provide for graduate counseling students to do the same.

The findings identified four themes related to developing social justice competencies: situating supervision within sociopolitical contexts, cultivating critical self-awareness as a foundation for social justice practice, centering clients' worldviews in the counseling process, and using the counseling relationship as a site for social justice work. These themes emphasize the importance of helping counseling graduate students recognize systemic influences on clients' lives, examine personal biases and assumptions, understand diverse identities and experiences,

and consider how power and privilege influence the counseling relationship.

The study also identified four supervisory practices that support students in implementing social justice actions: counseling and advocacy interventions, modeling, linking supervisees to resources and support, and supervisory assessments and evaluations. These practices provide supervisors with practical ways to incorporate social justice into supervision through case discussions, clinical interventions, advocacy opportunities, professional development, modeling, and constructive feedback.

A primary takeaway from this study is that social justice should be intentionally incorporated throughout the supervision process rather than treated as a separate or occasional topic. Supervisors can use these findings to guide supervision sessions, develop students' clinical competencies, evaluate their progress, and identify areas requiring additional education and support. Practicum and internship experiences provide important opportunities for students to apply these concepts while working with diverse populations.

Ultimately, the significance of these findings extends beyond the development of counseling graduate students. By preparing emerging counselors to recognize systemic barriers, understand diverse worldviews, examine their own biases, and implement culturally responsive counseling and advocacy interventions, supervisors can help improve the quality of services provided to marginalized populations. The goal is to prepare counselors who are not only aware of social injustices but also have the knowledge, skills, and confidence to respond to them effectively.

In conclusion, counseling supervisors have an important role in preparing future counselors to provide ethical, culturally responsive, and inclusive services. Incorporating the findings of this study into practicum and internship supervision can strengthen counselor

preparation and contribute to more equitable mental health services for marginalized individuals and communities.

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Appendix A – Recruitment Flyer

Research Study

Greetings! My name is Marcus Herrera, and I am a doctoral candidate in the Counselor Education and Supervision program at Kansas State University.

The purpose of my research study is to explore how supervisors, practicing from a social justice perspective, model attitudes and beliefs, knowledge, skills, and actions during supervision of graduate counseling students in clinical settings throughout the United States.

Research participants are counseling supervisors that meet the below criteria.

- Have provided at least one year of supervision to practicum and/or internship students from diverse backgrounds.
- Have knowledge of social justice practices through research and presentations, teaching experience, and/or continuing education.
- Have provided supervision to graduate counseling students in practicum and/or internship courses in clinical setting throughout the United States during the 2025 Spring semester or the time of the study.

Throughout this study, participants will be asked to participate in four individual interviews within a 60-day period. Interviews will last approximately 60-90 minutes. Interviews will occur during the summer semester in 2025. Participants will be compensated up to $100 for their participation in the study.

If you are interested, please contact me at mherrer@ksu.edu.

Appendix B – Demographic Questionnaire

Thank you for your interest in the research study **Perceptions of Social Justice Supervisors on Social Justice Related Issues During Supervision of Practicum and Internship Students.** After completing the below questions, please send to Marcus Herrera at mherrer@ksu.edu.

1. Age:
2. Gender:
3. Ethnic Background:
4. Sexual Orientation:
5. Marital Status:
6. Socioeconomic Status:
7. Education level and Licensure:
8. City/State Supervision will be provided:
9. Supervision experience: (Please describe below)
    a. years providing supervision:
    b. number of students supervised:
    c. in-person or remote supervision:
    d. supervision of practicum and/or internship students:
    e. diversity of students supervised:

10. Training and/or research in social justice related practices.

11. Social Justice Advocacy efforts.

Appendix C – Informed Consent

KANSAS STATE UNIVERSITY
University Research Compliance Office

Institutional Review Board (IRB)
Informed Consent Form
comply@k-state.edu | 785-532-3224

PROJECT TITLE:

Perceptions of Counseling Supervisors on Social Justice Related Issues During Supervision of Practicum and Internship Students

PROJECT APPROVAL DATE:	5/14/2025	**PROJECT EXPIRATION DATE:**	5/13/2028	**LENGTH OF STUDY:**	3 years

PRINCIPAL INVESTIGATOR: Dr. Craig McGill

CO-INVESTIGATOR(S): Marcus Herrera, LCPC, NCC
Ph.D. student at Kansas State University

CONTACT DETAILS FOR PROBLEMS/QUESTIONS: Dr. Craig McGill: cmcgill@ksu.edu
Marcus Herrera: mherrer@ksu.edu

IRB CHAIR CONTACT INFORMATION: Lisa Rubin (rubin@ksu.edu), Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224; Brad Woods, Associate Vice President for Research Compliance, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

PROJECT SPONSOR: N/A

PURPOSE OF THE RESEARCH:

The purpose of this study is to explore how supervisors, practicing from a social justice perspective, model attitudes and beliefs, knowledge, skills, and actions during supervision of graduate counseling students in clinical settings throughout the United States.

PROCEDURES OR METHODS TO BE USED:

A recruitment flyer will be sent to the AMCD and CSJ listservs for those volunteering to participate in the study. The flyer will include information about data collection, which includes four interviews via Zoom. The participants will be recorded during the interviews and be given an opportunity to review transcripts and final narratives. For their willingness to participate in the study, they will be given $25 for each round of interviews. The money for this will be paid at the end of the final interview in the form of a gift card.

RISKS OR DISCOMFORTS ANTICIPATED:

During the interviews, participants may experience memories of oppression experienced by them, supervisees, or clients. This could be difficult to discuss and respect, confidentiality, and privacy will be provided throughout the study. Additionally, participants may experience discomfort when discussing previous issues during supervision of practicum and internship students. Participants may skip any question they are not comfortable answering.

BENEFITS ANTICPATED:

The research is intended to provide direction for counseling supervisors that experience social justice related issues during supervision of practicum and internship students. Through this research, counseling supervision should have a better understanding of ways to guide and support practicum and internship students on social justice related issues. Additionally, this will hopefully improve the supervision provided to graduate counseling students and services offered to clients experiencing social injustices.

EXTENT OF CONFIDENTIALITY:

The participants' identity will not be disclosed to the research audience. A pseudonym will be assigned for each participant during the initial interview and a password protected storage device will be utilized to save interview recordings. After the transcription process of each interview is completed and all identifying information removed, the recording will be deleted from the storage device.

The information or biospecimens collected as part of the research, even if identifiers are removed, will not be used or distributed for future research studies.

Terms of participation: I understand this project is research, and that my participation is voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.

I verify that my signature below indicates that I have read and understand this consent form, and willingly agree to participate in this study under the terms described, and that my signature acknowledges that I have received a signed and dated copy of this consent form.

(Remember that it is a requirement for the P.I. to maintain a signed and dated copy of the same consent form signed and kept by the participant).

PARTICIPANT NAME:			
PARTICIPANT SIGNATURE:		**DATE:**	
WITNESS TO SIGNATURE: (PROJECT STAFF)		**DATE:**	

Appendix D - Interview Protocol

Initial Interview

Introduction:

1. Discuss specifics of the study and allow for questions.
2. Review Informed Consent, research purpose, research questions, data collection, and data storage.
3. Discuss pseudonyms and allow participants to create their own.
4. Allow participants to withdraw from study without penalty.

Questions:

1. Tell me about your experience with social justice.
2. Describe how social justice related issues have influenced your life.
3. How did you gain an awareness of your social justice attitudes and beliefs?
4. How did you develop your social justice knowledge and skills?
5. How did your understanding of social justice evolve as you transitioned into a supervisory role?

2nd Interview

Introduction:

1. Review Informed Consent and allow participants to withdraw from study without penalty.
2. Review transcription from the initial interview.

Questions:

1. Tell me about the influence of social justice on your role as a counselor?
2. Can you share a time when your own counseling practice shaped how you later approached supervision related to social justice?
3. How do you view your role as a counselor when your clients experience social justice related issues?
4. What experiences or resources have formed your understanding of social justice related practices within counseling?
5. Tell me about your desire to attend to social justice related issues during supervision of practicum and internship students.

3rd Interview

Introduction:

1. Review Informed Consent and allow participants to withdraw from study without penalty.
2. Review transcription from the second interview.

Questions:

1. How do you view your role as a supervisor when social justice related issues are present during supervision?
2. How do the worldviews of the supervisee and client influence your approach to supervision?
3. What experiences or resources would you recommend to your supervisees to improve their awareness and understanding of social justice related issues within counseling?
4. How do you assist your supervisees with the development of social justice knowledge and skills?
5. What experiences or resources do you use to encourage social justice action from your supervisees?
6. In what ways do you intentionally model social justice beliefs, knowledge, or actions during supervision sessions?

Final Interview

Introduction:

1. Review Informed Consent and allow participants to withdraw from study without penalty.
2. Review transcription from the third interview.
3. Discuss themes identified.

Questions:

1. How do you assess the social justice related practices of your supervisees?
2. What steps do you take for supervisees that struggle to understand or incorporate social justice practices?
3. What are some challenges you have faced while attempting to guide and support supervisees on the implementation of social justice practices?
4. How did you overcome these challenges?
5. How have you grown as a supervisor as a result of guiding others in social justice practices? OR Can you describe a time when you witnessed a supervisee grow in their social justice orientation? What contributed to that growth?