

## Dealing with Differences in Clinical Supervision: How Generational, Cultural, and Personal Differences May Affect the Clinical Supervision Experience

Marilyn Fairchild, MA, MA, CCC-SLP

## Disclosures

- I am an employee of the University of Minnesota. I am receiving an honorarium. I have no significant non-financial relationships to disclose.

## Special Thanks

- Thank you to my colleagues at University of Minnesota:
  - Mark DeRuiter, M.B.A., Ph.D., CCC-SLP/A
  - Linda Hinderscheit, M.A., CCC-SLP
  - Jane Carlstrom, Au.D., CCC-A
  - Kerry Witherill, Au.D., CCC-A
  - Rebecca Lulai, M.A., CCC-SLP
  - Sarah Angerman, Ph.D., CCC-A

## Today:

- Who are we?
- Cultural considerations in supervision
- Generational considerations in supervision
- Strategies for supervision

## Who's here today?

- SLPs? Audiologists? Clinical Supervisors?
- Baby boomers?
- Gen X?
- Millennials?
- Traditionalists? (“Silent,” “Greatest”)

## Everyone is Special!

- From “Free to Be You and Me!” to “Barney”
- Is this a good thing or a bad thing?? Depending on your perspective, BOTH!
  - Special snowflakes
  - Helpful to realize we are likely to be different from one another in multiple ways....
  - We need to be aware of where we come from, who we are, and how this affects our perspective

- Age
- Gender
- Sexual orientation
- Cultural and language background
- Race
- Disability
- Mental Health
- Etc!

### Who Are We? Survey Says:

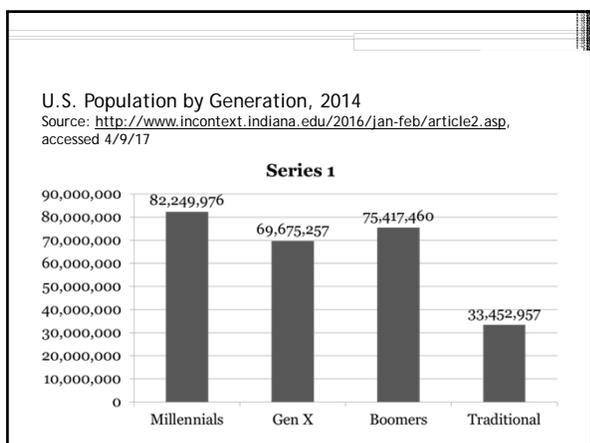
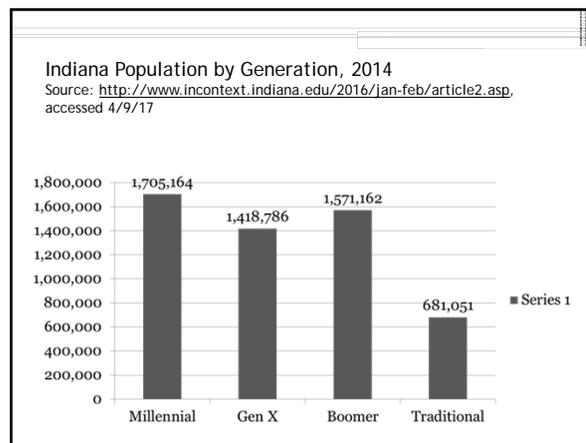
- We are mostly female
  - Gender: As of year-end 2016, males comprise 4.7% of ASHA constituents
- We are mostly majority culture members
  - 7.9% of ASHA members, nonmember certificate holders, international affiliates, and associates are members of a racial minority (compared with 27.6% of U.S. population, according to 2010 Census)

<http://www.asha.org/uploadedFiles/2016-Member-Counts.pdf>, accessed 3/27/17

#### ASHA Highlights and Trends: Member and Affiliate Counts, Year-End 2016, Speech Pathology CCC

Age (n = 157,299)		
34 and younger	29.8%	"Millennial"
35-44	28.3%	"Millennial" and "Gen X"
45-54	20.0%	"Gen X" and "Boomers"
55-64	16.0%	"Boomers"
65 and older	6.0%	"Boomers" and "Traditionalists"

<http://www.asha.org/uploadedFiles/2016-Member-Counts.pdf>, accessed 3/27/17



- ### About Me
- A Gen Xer
  - Relocated from southern LA to MN in my 20s
  - A mom to a millennial and 2 post-millennials, all aspiring bilinguals
  - A wife to someone born in Brazil but raised in the U.S.
  - A former ESL teacher
  - A clinical supervisor at the U of M since 2006
  - Straddling generations and cultures all of my adult life!

## Predicting Practicum

- A student's primary objective is NOT to irritate or disappoint their supervisor.
- Most problems are caused by lack of experience, lack of awareness, differences in perspective and miscommunication.

## Scenarios

1. A student with a slight lateral s-distortion has been assigned to work with you. You are concerned about how this will affect the quality of the work she does with articulation clients.
2. Your graduate student clinician is a learner of English as a second language with a noticeable accent and cultural differences that affect her interactions with you and with clients.
3. A 23-year old male student will be working with a 14 year old female client. What issues may arise?
4. A student will be working with a client who has been known to say things that could be considered racist or sexist.
5. A student wants to take time off of clinic for a family outing. This will conflict with an upcoming evaluation.
6. A student is failing to meet documentation deadlines. When asked about it, he bursts into tears and says he hasn't slept in 3 days.

## Culture: Lessons from Bridging Cultures by Thorunn Bjarnadottir, ISSS, UMN-TC

- We are all products of our life experiences and where we come from
- "Culture" affects what we see as acceptable or expected behavior.
- Humans are hard wired to classify...and judge.
- "Different" does not equal "wrong," but it can seem that way sometimes.

**The Iceberg Concept of Culture**  
Like an iceberg, the majority of culture is below the surface.

**Surface Culture**  
Above sea level  
Emotional load: relatively low

**Unspoken Rules**  
Partially below sea level  
Emotional load: very high

**Unconscious Rules**  
Completely below sea level  
Emotional load: intense

Indiana Department of Education • Office of English Language Learning & Migrant Education • [www.doe.in.gov/englishlanguagelearning](http://www.doe.in.gov/englishlanguagelearning)

<http://www.doe.in.gov/sites/default/files/elme/resource-guide-content-area-teachernew.pdf>, accessed 4/9/17

## Closing the Gap

**Pretending differences don't exist does not make them disappear.**

**Are we prepared to talk about them?**

## Supervision and Multicultural Issues (Shelley Victor, ASHA, 2012)

- “My supervisor was visibly uncomfortable as we discussed my client’s experience of racism. He expended considerable energy trying to reframe the issue for me and my client” (Hird et al., 2001, p. 122)
- Can be microinvalidation- negates someone’s thoughts about their race- when people are color blind (Sue et al., 2007)
- Understand that there is a power differential

## Cultural Competence Concerns

- Do I have to be bilingual?
- Do I have to come from a culturally or linguistically diverse background? (Note: We all have a cultural background of some sort.)
- Do I have to know **everything** about every culture and language group?
- What if I make a mistake?!

## Cultural Competence: Some Tools and Resources

- Cultural competence: How qualified are you? Gilbert Torres, Rodriguez, Payne, ASHA Leader, <http://leader.pubs.asha.org/article.aspx?articleid=2280086>
  - Discussion of the mistakes people have made and how these became opportunities for growth
- Cultural Proficiency: Supporting the Development of Cultural Competence in Mentoring Relationships
- Cornish and White, published 12/16, <http://perspectives.pubs.asha.org/article.aspx?articleid=2594244>
  - Discussion of moving from cultural competence to cultural proficiency, as well as multiple models for improving our own and our students’ cultural competence

## What’s Your Multicultural IQ?

- A quiz by Andrea Moxley, published in the ASHA Leader in 2/03 <http://leader.pubs.asha.org/article.aspx?articleid=2293384>

### Sample questions:

1. Monolingual language learners and bilingual language learners should have the same emerging language milestones. True or False?
2. There are universal gestures to indicate agreement, such as nodding the head to indicate “yes.” True or False?

## Culturally Competent Supervision= Customized Supervision

- Cultural competence and open communication are important
  - Do your homework
  - Have the crucial conversations...
  - AND...

## Customize supervision

- Remember students come in as individuals
  - No single person reflects every aspect of the cultural group or generation they belong to
  - Degrees of assimilation vary
  - Everyone sees through their own cultural goggles
  - Relationship building helps us understand the folks we are working with

## Finding the 3<sup>rd</sup> Space

- *Skilled Dialogue* (Barrera and Corso)
- Designed for communicating and collaborating with CLD populations in early childhood
- Consider use of these techniques across a variety of populations



## (Cultural) Diversity: The Challenge

- “Cultural diversity is a dynamic and relational reality that exists b/t persons rather than within any single person. For this reason, its challenge lies not so much in different behaviors as in the diverse meanings attributed to those behaviors.” (Barrera and Corso, p. 3)
- “...diversity cannot be adequately addressed if culture itself is not first understood.” (p. 23)

- “Cultural competency is a process that is best determined by one’s ability to craft **respectful**, **reciprocal**, and **responsive** relationships with others.” (p. 33)

## Finding the 3<sup>rd</sup> Space

- **From contradictions to paradoxes**
  - Shift from dualistic, exclusive perceptions of reality
  - Adopt a mindset that integrates the complementary aspects of diverse values
  - Recognize the positive intents behind behaviors
  - How can you compliment the person and their decisions? What positive element is present?
  - Moving from “How can we fix this?” to “How can we work together?” (pp. 77-79)

## Creative Re-framing

- E.g.: the student who sends too many emails
  - Disrespecting your time?
  - Disorganized or having difficulty prioritizing?
  - OR:
    - Trying to do a good job, avoiding mistakes
    - Seeking feedback
- Consider complimenting their diligence while clarifying email expectations

## Personal Perspective:

- When I “moved from one corner of the EBP triangle to the other”...in one day!



## Generational Differences:

### “When I was your Age”

- What is it with kids these days?
  - Prolonged adolescence?
  - Delayed adulthood?
- In my day...
  - What is memorable?
  - Meaningful, transitional times
  - Recollection as myopic and egocentric; memories, not facts

• Koonikova, M., <https://blogs.scientificamerican.com/literally-psyched/when-i-was-your-age-or-what-is-it-with-kids-these-days/>, accessed 3/24/17

## Quotables: (overheard at restaurants)

- Teens at a coffee shop: “Isn’t it weird how old parents are? I mean, like, I haven’t even lived 20 years yet, and I’ve been alive a LONG time!”
- Restaurant hostess: “Baby boomers are so entitled! They’ll come up and say, ‘I’ve been sitting at my table for...like 45 seconds...and no one has massaged my shoulders yet!’”

## What generations are in the workforce today?

- Which generation to you most identify with?

- <http://www.aarp.org/politics-society/history/info-2016/millennials-gen-x-gen-z-boomers-quiz.html#slide1>

## Generational Differences

- 4 Generations working side-by-side
- Differences in:
  - Key experiences (WWII vs. Iraq vs. today)
  - Attitudes towards work (“Live to work” vs. “Work to live”)
  - Attitudes towards hierarchy (email the president!)
  - Level of parent involvement, even at graduate level
  - Amount of “real life” experience
  - Attitudes regarding feedback
  - Etc.!

## Spotlight on Millennials

- Most students in graduate school now are members of the Millennial group. They \*may\* be used to:
  - Feedback and rewards
  - Flattened hierarchies
  - Team orientation, collaboration
  - Instant communication
  - Use of technology (Can I use my phone in therapy?)
  - High amount of parental support
  - Used to making choices and negotiating with figures of authority
  - Multi-tasking

## How do we connect?

- Attitude towards technology and communication
  - Preferred Contact Method
  - Frequency and Immediacy of Contact
  - Social Media

## Strategies for Supervision

## Be Proactive!

- Be explicit about expectations.
  - Students may need to be \*told\* to take notes...that the information you are about to share can't be found on Google.
  - Students may need to be \*told\* that checking their cell phone during meetings or sessions is not okay.
  - Setting up expectations on the front end can help you avoid awkward conversations during the practicum.
- Lulai, R., Fairchild, M., Angerman, S., DeRuiter, M. (2014). Overcoming Barriers: Practical Strategies for Clinical Supervision, Seminar, ASHA Convention, Orlando, FL

## Feedback

- Best served warm
- Best if specific, frequent, and functional (how does their work affect the client)
- Constructive feedback
  - Coach vs. Punish
  - Consider face-saving strategies
  - Pick a good time, consider privacy
  - Be descriptive and avoid labels

## Infuse Conversations into Supervision

- How do you describe yourself?
- What are the groups to which you belong?
- How does your identity affect you as an SLP?
- What are possible roadblocks b/t you and the client? You and your supervisor?
- How comfortable are you thinking and talking about these issues?

<http://www.aamft.org/handouts/as6.pdf>  
accessed 3/24/17

## How is clinical supervision like yoga?

## Flexibility is the Goal!

- Every student-supervisor relationship is different.
- Be prepared for things to change over time
- Adjust your expectations and level of oversight accordingly
- Communicate expectations along the way
- Success = achievement of shared goals, not your degree of influence on student style
- Lulai, R., Fairchild, M., Angerman, S., DeRuiter, M. (2014). Overcoming Barriers: Practical Strategies for Clinical Supervision, Seminar, ASHA Convention, Orlando, FL

## Anderson's Continuum of Supervision

McCrea, E.S., & Brasseur, J.A. (2003). *The supervisory process in speech-language pathology and audiology*. Boston: Allyn & Bacon

Evaluation-Feedback	Transition	Transition	Transition	Transition	Transition	Self-Supervision

Styles of Supervision:  
 Direct/Active Collaborative Consultative

Supervisor Student Peer

## Marginal Student Performance

Student Performance

- Clinical Skill**
  - "Doing my job"
  - Student knowledge
  - Developing a plan
- Professional Behavior**
  - Communication Style
  - Future Oriented
  - Mentoring Perspective
- Personality**
  - Can be a challenge!
  - Investment level
  - Pick your battles

Lulai, R., Fairchild, M., Angerman, S., DeRuiter, M. (2014). Overcoming Barriers: Practical Strategies for Clinical Supervision, Seminar, ASHA Convention, Orlando, FL

## Recap of Scenarios

- 1. /s/ distortion
- 2. international student
- 3. male graduate student, female client
- 4. Client known for racist or sexist comments
- 5. Student missing clinic for family event
- 6. Student missing documentation deadlines

## Take Home Tools

- Skilled Dialogue Institute: <http://www.ollusa.edu/s/1190/ollu.aspx?sid=1190&gid=1&pgid=6744>
- Harvard University interactive website re: assessing bias: <https://implicit.harvard.edu/implicit/selectatest.html>
  - Examine your own attitudes towards: sexuality, disability, race, age, weight, gender, religion, etc.
- Crucial Conversations: <http://www.vitalsmarts.com/>
  - Webinars, book, training sessions, etc.
  - Online self-assessments
- Generational Differences: <http://opi.mt.gov/pub/rtr/EssentialComponents/Leadership/Present/Understanding%20Generational%20Differences.pdf>

## Take Home Messages

**The lens we use affects our view.**

and

**Flexibility is important!**

## References

- Barrera, I., Corso, R. (2003). Skilled Dialogue: Strategies for Responding to Cultural Diversity in Early Childhood.
- Constantine, M. G., & Sue, D. W. (2007). Perceptions of racial microaggressions among black supervisors in a cross-racial dyads. *Journal of Counseling Psychology, 54*, 142-153.
- Hird, J. S., Tao, K. W., & Gloria, A. M. (2014). Examining supervisors' multicultural competence in racially similar and different supervision dyads. *The Clinical Supervisor, 23*(2), 107-122.
- Lulai, R., Fairchild, M., Angerman, S., DeRuiter, M. (2014). Overcoming Barriers: Practical Strategies for Clinical Supervision, Seminar, ASHA Convention, Orlando, Florida
- McCrea, E.S., & Brasseur, J.A. (2009). *The supervisory process in speech-language pathology and audiology*. Boston: Allyn & Bacon
- Sue, D. W., Capodilupo, C.M., Torino, G.C., Bucceri, J. M., Holder, A. M., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life. *American Psychologist, 62*(4), 271-286.
- Victor, S. Supervision and Multicultural Issues (2012), Seminar, ASHA Convention, Atlanta, Georgia