

BROACHING RACE AND RACE-RELATED ISSUES: PHENOMENOLOGICAL INQUIRY
OF DOCTORAL STUDENT SUPERVISORS OF COUNSELOR TRAINEES

by

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A Dissertation Submitted to the Faculty
of Old Dominion University in Partial Fulfillment
of the Requirements for the Degree of

DOCTOR OF PHILOSOPHY

EDUCATION-COUNSELING

OLD DOMINION UNIVERSITY
August 2022

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ABSTRACT

BROACHING RACE AND RACE-RELATED ISSUES: PHENOMENOLOGICAL INQUIRY OF DOCTORAL STUDENT SUPERVISORS OF COUNSELOR TRAINEES

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Old Dominion University, 2022
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Clinical supervision is a central building block in counseling that ensures client welfare, fosters supervisees' professional development, and facilitates the gatekeeping process of those entering the profession (Bernard & Goodyear, 2019). In addition to gatekeeping, the American Counseling Association (ACA; 2014) Code of Ethics mandates clinical supervisors to be aware of and address multiculturalism's role in the supervisory relationship. Because of this mandate, doctoral student supervisors of counselor trainees in CACREP-accredited programs are responsible for integrating multicultural considerations through broaching to ensure racially and culturally responsive counseling to clients from diverse backgrounds (Bayne & Branco, 2018; Jones et al., 2019). This phenomenological inquiry aimed to explore the lived experiences of doctoral student supervisors of counselor trainees in CACREP-accredited programs broaching race and race-related issues in clinical supervision practice. The findings resulted in three themes: (a) the function of broaching, (b) supervisors' characteristics, and (c) counselor training programs. The study revealed doctoral student supervisors had insights into the importance of broaching race and race-related issues in supervision to cultivate a working alliance. However, they experienced barriers and challenges that included individual characteristics, lack of adequate training, and counselor training programs' critical consciousness. Supervisors also revealed insight into how these barriers and challenges were tied to the culture of white supremacy that upheld ideologies such as color blindness, the avoidance and resistance to the

integration of voices of marginalized populations, and the centering of race and power in counselor training programs. The study findings have practical and research implications for all stakeholders of counselor training programs.

Keywords: clinical supervision, multicultural competence, broaching, doctoral students, race, race-related issues, counselor education

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This dissertation is dedicated to my life partner Anthony, and my children Watiri and Mung'au who made sacrifices, encouraged, supported, and loved me throughout this process.

ACKNOWLEDGMENTS

Ubuntu: “I am what I am because of who we all are” (Zulu Philosophy)

There are many people who have contributed to the successful completion of this dissertation. I would like first to thank my committee members, Dr. Gulsah Kemer, Dr. Laura E. Smithers, Dr. Radha Horton-Parker, and Dr. Connie T. Jones, for their support, guidance, mentorship, and editing of this manuscript. The nurturing efforts of my chair deserve special recognition. Thank you for all your work in raising the bar and exemplifying excellence. Dr. Horton-Parker and Dr. Jude Austin, thank you for your support and mentorship. You often reminded me why I needed to be doing this. I am also grateful to the participants of this study. Without them, there would be no study. Thank you to my research team members, Nic Schmoyer, Tom Seguin, and Chelsea Hilliard, who showed up so we could honor the participants' stories. Thank you to the NBCC Foundation for a minority fellow doctoral fellowship that changed my life by giving me financial support, a new family and a space that supported my work with marginalized and underserved communities. Old Dominion University, thank you for the financial support that allowed me to earn this Ph.D. My ODU cohort, thank you for your friendship and support. This journey was memorable because of you. My NBCC cohort, thank you for being available for support, encouragement, and laughs. To my sister friends who checked on me often and rooted for me to get to the finish line, thank you. To my family in Kenya, Asanteni Sana, for being in my corner despite being miles away. To my children, Watiri and Mung'au, whom I love deeply, thank you for being my children and for teaching me how to be flexible. Lastly, I would like to thank my life partner, Anthony, who I love deeply. Thank you for supporting my ideas, including returning to school for a Ph.D. Thank you for loving me and for being my person.

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and addressing multicultural and diversity issues, such as racial, ethnic, cultural heritage, social, economic status, age, gender, affectional orientation, religious and spiritual beliefs, physical, emotional, and mental dis/abilities in the supervisory relationship (Peters, 2017).

To effectively orient themselves to multicultural competence and culturally sustaining practice, clinical supervisors are called first to explore their attitudes, biases, and racial identity development, including reflection on their strengths and growth areas (Bernard & Goodyear, 2019; Borders et al., 2005, 2014; Dressel et al., 2007). In addition, clinical supervisors must also continuously seek additional training toward culturally sustaining supervision as lifelong ongoing learning (Bernard & Goodyear, 2019; Ratts et al., 2016). Furthermore, clinical supervisors are expected to acknowledge and discuss how social and political contexts are tied to larger systems, such as structural racism, privilege, microaggressions, and discrimination, and how they impact the supervisory relationship (Borders et al., 2014; King & Jones, 2019). Above all, clinical supervisors must integrate multicultural considerations, specifically broaching race and race-related issues in clinical supervision practice to ensure that supervisees can provide culturally sustaining counseling to clients from diverse backgrounds (Bayne & Branco, 2018; Jones et al., 2019).

Multiple reasons foster the urgency of clinical supervisors to make sure supervisees demonstrate multicultural competence in counseling. One of them is that statistics in the United States have indicated increased population numbers of racial and ethnic minority groups (Chang et al., 2009; Day-Vines et al., 2007). Additionally, according to the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016), there has been an increase of up to 33% of the student body representing racial/ethnic minorities who identify as (non-White). Consequently, clients, supervisees, and supervisors have gradually become diverse, and it is

increasingly likely that supervision and counseling relationships will be cross-cultural and cross-racial (Jones et al., 2019). Yet, despite the general population, supervisees, and supervisors becoming increasingly more diverse, the counseling profession has remained predominantly White and female (Inman & DeBoer Kreider, 2013). In that case, supervisors and counselors must demonstrate multicultural competencies to meet the needs of diverse clients and prevent engaging in harmful counseling practices (Inman & Kreider, 2013).

Broaching race and race-related issues has been deemed an effective intervention clinical supervisors can utilize to teach and model multicultural competency skills to supervisees (King & Jones, 2019). In the literature, researchers have extensively examined broaching in counseling (Day-Vines et al., 2007). However, limited research has focused on doctoral student supervisors' broaching race and race-related issues with supervisees, hence the need for the current research study. Broaching, a term defined by Day-Vines (2007), is a behavior that demonstrates curiosity and openness about race, ethnicity, culture, gender, sexual orientation, social, economic status, and ability of the supervisee and their clients (Cook et al., 2020). In addition, broaching requires acknowledging how power dynamics play out in the supervisory relationship and how those dynamics also play out in the supervisee's counseling relationships (King & Jones, 2019).

Broaching in counseling and supervision has been deemed to have benefits that include deepening the supervisory relationship, increasing the likelihood of clients of color disclosing, and reducing attrition of clients of color, who have been reported to drop out of therapy after the first session by 40% (King & Jones, 2019). Furthermore, supervisees feel safe and illustrate the ability to demonstrate growth toward multicultural competence in counseling when supervisors have broached complex conversations, such as race and race-related issues (Chang et al., 2009; Estrada et al., 2004). In addition, broaching offers an opportunity for supervisors to model and

Significance of the Study

This study provides information on doctoral student supervisors and counselor training programs' insights on doctoral student supervisors' broaching race and race-related issues. Specifically, the obtained information sheds light on how CRT tenets influence broaching and how multicultural competency training leads to the culturally responsive practice of broaching difficult conversations, such as race and race-related issues. Thus, the results unveil gaps in counselor education training programs on issues related to broaching race and race-related issues (Day-Vines et al., 2007; Day-Vines et al., 2013). The study also reveals the developmental level of doctoral student supervisors with broaching complex discussions often deemed taboo. Finally, clinical supervisors, regardless of being doctoral students or faculty, can utilize the results of this study to inform their practice toward multicultural competency and culturally responsive clinical supervision practice.

Definition of Terms

Clinical Supervision

Clinical supervision is a central building block in counseling. It is defined as an evaluative supervisory relationship between a more senior and a junior member of the counseling profession (Bernard & Goodyear, 2019). Supervisors ensure client welfare, supervisee professional development, and facilitate gatekeeping of those entering the profession (Bernard & Goodyear, 2019).

Multicultural competence

Multicultural competence in clinical supervision entails supervisors acknowledging and addressing multicultural and diversity issues, such as racial, ethnic, cultural heritage, social,

Phenomenology

Phenomenology is a philosophical method of inquiry-based on the premise that reality consists of objects and events as they are perceived or understood in human consciousness and not of anything independent of human consciousness (Moustakas, 1994; Hays & Singh, 2012).

Summary

In this chapter, I introduced the qualitative phenomenological proposed research study that explored the lived experiences of doctoral student supervisors broaching race and race-related issues in clinical supervision with supervisees in practicum and internship in CACREP-accredited programs. In addition, I discussed the problem statement, the conceptual and theoretical underpinnings of the study, the purpose of the study, the research questions, and the significance of the study. Lastly, I defined terms and ended with a summary.

In Chapter 2, I present the literature associated with the importance of engaging in culturally sustaining supervision, expand on conceptual and theoretical frameworks that include CRT and CBBM, and address multiple topics related to broaching. Lastly, I discuss the role of doctoral student supervisors in academic settings, then complete the chapter with a summary.

CHAPTER 2

Literature Review

In this chapter, I present the literature on the importance of multicultural competence in clinical supervision and how engaging in behaviors related to broaching race and race-related issues in supervisors enhances supervisees' multicultural competence skills. Next, I explain how Critical Race Theory enhances a deeper understanding of why supervisors must broach race and race-related issues in supervision and offer additional literature that describes experienced challenges related to broaching. I further discuss how the Continuum Broaching Behavior Model explains broaching is on a continuum and can measure supervisors' developmental stages with broaching. Additionally, I report on scholars' descriptions of doctoral student supervisors in academic settings and the nature of their training. Then, I provide information on the critical role the supervisory relationship plays in facilitating teaching broaching behavior as a culturally sustaining practice. Lastly, I conclude with a summary and introduce the contents of chapter three.

Culturally Sustaining Practices in Clinical Supervision

Clinical supervision has been central to the counseling profession from the beginning, but only recently has it become pronounced as a distinct field governed by its own set of practices (Bernard & Goodyear, 2019; Borders et al., 2014). Bernard & Goodyear (2019) define clinical supervision as an intervention in which a more seasoned counselor cultivates a relationship with a more junior counselor to monitor counseling skills, the quality of professional services, and the appropriateness for the profession. This gatekeeping role gives clinical supervisors tremendous power to shape the profession by either providing multicultural responsive supervision and counseling or harmful unresponsive practices towards racially and culturally marginalized

clients may not know what is addressed in counseling and whether it is a safe place to address racial and cultural factors (Bernard & Goodyear, 2019; Day-Vines et al., 2007). Other scholars have specified that to lay the groundwork for a trusting relationship in counseling, the best time to begin broaching is at the onset of the relationship in the first two sessions (Day-Vines et al., 2013). Additionally, Jones et al. (2019) has stated broaching racial and cultural identities in the counseling relationship was tied to several positive outcomes, such as clients deeming the counselor more credible and increased disclosure in session. Apart from that, clients also reported increased satisfaction in the counseling relationship and demonstrated a willingness to return for future sessions (Cook et al., 2020; Day-Vines., 2007).

Even so, other researchers found different results. In a phenomenological inquiry about Black counselors' experiences with broaching, participants reported that the broaching process was complex, and there were factors they took into consideration before broaching (Bayne & Branco, 2018). Black counselors considered differences, such as race and gender, as influential factors in their need for more time to assess and determine when and how to broach. In addition to that, they did not always feel that broaching had to be initiated at the beginning of the counseling relationship or that broaching was necessary for all client situations. In the same study, researchers added that counselors of color elected to be very intentional by first determining how the client's racial and cultural identities intersected with their own before broaching (Bayne & Branco, 2018). To sum up, this study indicated that perhaps broaching was more nuanced and complex, and counselors of color had to deeply reflect on the implications of broaching with White clients due to the intersections of race, racism, privilege, and discrimination. In conclusion, while broaching in counseling has had significant attention in research, broaching in supervision is an emerging body of inquiry.

Broaching in Supervision

Since broaching has been deemed an effective intervention in counseling relationships, researchers have indicated that the same behavior can be applied to the supervisory relationship (Cook et al., 2020; Jones et al., 2019). First, researchers have stated that clinical supervisors are expected to explore their racial identity development, examining explicit biases and growth areas (Bernard & Goodyear, 2019). In addition to exploration, supervisors must seek additional personal and professional development to enhance culturally sustaining practices in clinical supervision (Jones et al., 2019). Scholars have also added that clinical supervisors are responsible for broaching discussions about racial and cultural factors that influence the supervisory relationship (King & Jones., 2019). More importantly, discussing more significant issues linked to the social-cultural and political contexts, such as structural racism, discrimination, privilege, social justice, and disenfranchisement of marginalized groups (Borders, 2014).

Consequently, in general, scholars have indicated supervisors' competency in facilitating supervisory tasks related to multicultural competency significantly impacted the quality of supervisory relationships (Colistra & Brown-Rice, 2011; Crockett & Hays, 2015). Furthermore, it was noted that supervisees' functioning improved when a supervisor demonstrated multicultural competence in supervision (Crockett & Hays, 2015; Inman & Kreider, 2013). When the supervisees' experienced the relationship positively, it increased self-awareness and insight and improved their cultural responsiveness skills (Borders, 2014). Other scholars found that when supervisors demonstrated ability in high levels of multicultural orientation, it encouraged self-disclosures of supervisees of color (Bernard & Goodyear, 2019; Borders, 2014). In addition to this, Crockett and Hays (2015) also supported the idea that when supervisors had a

solid commitment to multicultural competence and demonstrated their comfort with discussing racial and cultural factors, supervisees felt more confident in their counseling skills. Lastly, supervisors who broached offered supervisees a template of how they could engage in these same behaviors with their clients (Inman & Kreider, 2013). Altogether, when clinical supervisors showed culturally sustaining practices such as broaching race and race-related issues in a supervisory relationship, it significantly added to the professional and personal development of the supervisee. Despite evidence of benefits of broaching race and race-related issues in clinical supervision, supervisors indicated having difficulty with broaching.

Difficulty with Broaching Behaviors

While broaching, in general, has been deemed as challenging, broaching race and race-related issues in counseling and supervision has been noted as especially difficult to do (Day-Vines et al., 2018; Jones et al., 2019). According to King and Jones (2019), clinical supervisors often avoid broaching race-related discussions. One of the main reasons noted as a cause for difficulty broaching these issues was the discomfort of addressing topics that are experienced as taboo (Hird et al., 2004). King and Jones (2019) also identified barriers that included supervisors having difficulty making choices that involved developing a non-racist White identity and anti-racist stance.

In a study conducted with psychology and medicine professionals, White-Davis et al., (2016) studied cross-racial supervision dyads and shed more light on patterns of these interactions. The results showed that supervisors of color felt more comfortable broaching race more often than their White peers. In addition, participating supervisors reported feeling hindered from broaching race and racism due to feeling uncomfortable broaching these topics and perceiving themselves as lacking adequate multicultural skills to address these issues.

Additionally, in the same study, White supervisors tended to broach racial and cultural factors more with racial/ethnic minority supervisees than with White supervisees (White-Davis et al., 2016). Thus, researchers showed race was a factor that caused behavioral changes in the supervisory dyad and raised concerns that broaching was not occurring as often in same-race supervisory relationships (White-Davis et al., 2016). In conclusion, they noted that although a significant number of supervisors and supervisees across racial/ethnic groups (75.4%) reported wanting to address race, they ultimately abstained from broaching (White-Davis et al., 2016). Other scholars supported these findings by stating that because of these perceived barriers, supervisors and supervisees frequently avoided broaching altogether (Colistra & Brown-Rice, 2011; Dressel et al., 2007; King & Jones, 2019).

To sum up, researchers indicated significant consequences of silence on broaching race and race-related issues, such as stagnating the supervisory relationship and perpetuating possible hidden biases of supervisors and supervisees (Phillips et al., 2017). Additionally, it compromised the quality of cross-racial supervisory relationships (Hays & Chang, 2003). An additional consequence noted was supervisees receiving substandard multicultural supervision that had the potential to emerge as culturally unresponsive counselors (King & Jones, 2019). Altogether, broaching race and race-related issues continue to be a complex subject to address and indicates a gap between what is recommended as best practice and what happens in actual supervisory relationships (Borders et al., 2014). To further understand how behaviors related to broaching are developmental on a continuum and can help us measure multicultural competence, let us examine the Continuum Broaching Behavior Model (Day-Vines et al., 2007).

The Continuum Broaching Behavior Model

Day-Vines and colleagues developed the Continuum Broaching Behavior Model (CBBM) to spell out the different orientations' counselors present with when discussing their practice's race, ethnicity, and culture issues (Day-Vines et al., 2007). The model can be utilized to determine levels of multicultural competence in counseling. Later, scholars such as Jones et al. (2019) applied the same model to the provision of clinical supervisors.

The CBBM indicates that broaching is on a continuum, an ongoing conversation throughout the supervision process, and recommends that supervisors continuously demonstrate curiosity and openness about the supervisees' worldview (Jones et al., 2019). The model has five broaching styles: avoidant, isolating, continuing/incongruent, integrated/congruent, and infusing. The *avoidant* style applies to a supervisor who avoids addressing culture-related topics. This supervisor takes on the stance of color-blindness and does not initiate a conversation about cultural identities or the impact of how cultural identities intersect. The *isolating* style is when a supervisor addresses cultural identities and issues related to those identities on a surface level. For example, a supervisee may bring up a cultural consideration, and the supervisor acknowledges it but then deflects to an alternative discussion that feels less uncomfortable. The third style is *continuing/incongruent*. A supervisor with this style is curious about broaching racial and cultural identities but feels uncertain about doing it effectively. A barrier towards broaching for this supervisor is fear of not saying it the "right" way and fear of being offensive. Day-Vines and colleagues added that supervisors who gravitate towards these three styles should be encouraged to gain additional training to support their growth on the continuum (Day-Vines et al., 2020)

The broaching continuum's last two styles, *integrated/congruent* and *infusing*, are deemed the most effective styles (Day-Vines et al., 2007). The *integrated/congruent* style includes a

addition, doctoral student supervisors provide individual/triadic and group supervision to master's level supervisees for several semesters of the program while receiving supervision for their supervision practices (Fernando, 2013; Bernard & Goodyear, 2019). Despite this critical role of doctoral supervisors in training, the research on the importance of doctoral student supervisors' broaching race and race-related issues in clinical supervision with supervisees has been limited.

To give an example, one of the research studies found researchers focused on doctoral student supervisors who identified as international students and their perception of coping strategies used in supervision training in counselor education programs (Woo et al., 2015). Another study focused on doctoral student supervisors addressing vicarious grief and loss with their supervisees amid COVID 19 (Richmond et al., 2021). Along with that, researchers primarily focused on the gatekeeping role of doctoral student supervisors (Rapp et al., 2018). Therefore, doctoral student supervisors' discussions of race and race-related matters have not been an area of researchers' attention.

One consistent thread noted in all the studies was the importance of establishing and nurturing a supervisory relationship and working alliance with supervisees (Colistra & Brown-Rice, 2011; Inman & Kreider, 2013; Phillips et al., 2017). For the supervisory process to be effective, it requires supervisors' consistent attention to the supervisory relationship while intending to enhance a supervisee's counseling and multicultural competencies with their clients (Hird et al., 2004). Therefore, the supervisory relationship was consistently deemed as a significant opportunity where supervisors help the supervisee effectively learn how to broach race and race-related issues in counseling (Jones et al., 2019). This study also paid close attention

to the supervisory relationship by asking participants about its impact on broaching race and race-related issues in supervision.

Summary

In this chapter, I discussed the literature that informs the importance of culturally sustaining practice in counseling and supervision and how these skills can be enhanced by engaging in broaching behavior. I introduced and discussed how CRT informs the study due to historical dynamics centered on race and racism in social, cultural, and educational domains in the United States. In addition to that, I examined multiple topics tied to broaching, including the CBBM. I also discussed the critical role doctoral student supervisors play in shaping multiculturally competent supervisees. Finally, I presented the significance research places on the supervisory relationship as a resource that can be utilized to teach broaching behaviors in supervision. In chapter three, I explain the methodological procedures used in this study.

Lastly, the external auditor was asked to review the data file and offer feedback as the last step. The auditor recommended 16 changes that included adding two new sub-themes, deleting a sub-theme, changing titles of both themes and sub-themes, re-arranging the order of themes, and adding additional quotes. In addition, adding a column indicating supervisors' international status and adding assumptions held by other research team members. I accepted 15 recommendations and rejected one that included adding supervisors' international status identity. I rejected this recommendation because supervisors were not asked about their international status in the demographic form. Some supervisors volunteered this information during the interview, but others did not, and I did not want to make assumptions about identity.

Summary

This chapter provided detailed descriptions of the research approach, design, trustworthiness, reflexivity, and data collection and analysis procedures.

Jacob, a White identifying supervisor described observations of White supervisees' discomfort and avoidance to go deeper with broaching:

...and so, for many White supervisees, there's a lot of discomfort that I noticed for them in me even bringing it up, let alone for them trying to broach in session with their clients. Some supervisees I've worked with have tried to use race as a cover to not go deeper and talk about race-related issues.

Jacob explained that he believed these supervisees had these difficulties as a result of endorsing the myth of color-blindness:

As for my White supervisees, because I think for White supervisees, that's part of like the myth of whiteness is we don't see race, we don't talk about race, and therefore it's not an issue if we just ignore it. It's kind of that color-blind ideology.

Further detailing Jacob's perspectives, Joti, an Asian identifying supervisor described her White supervisees as disinterested in discussions related to race and race-related issues:

So definitely like coming from an ethnic minority, I feel that you know, it's very much prevalent. I've seen that like working with majority students [White] that it might not impact them, or they just don't want to speak about it. You know, they're respectful when I bring race issues, but it just seems that it's not so much of importance to them, if that makes sense."

Olivia went further and expressed concerns about the impact of school counselor trainees not broaching with their students of color. Olivia stated:

They're White practicum students working in schools, and then they've got these students of color who are coming in and, like, they're not thinking about

race at all. So, if I don't broach that with them, they don't start to think that way like, unless they're getting prompted externally from either doc student supervisors, faculty supervisors, or group supervision.

Subtheme 3: Cultivating Supervisee's Self-Awareness

Subtheme three illustrated, through broaching, supervisors' attempts to enhance supervisees' self-awareness and intrapersonal growth, as they tried to decrease the risk of harmful counseling. Robert a White identifying supervisor explained utilizing exploratory questions on the intersectionality of supervisees' identities as well as cultural and racial differences in the supervisory relationship:

I believe one approach for effectiveness is to ask them and broach it with them. What does their culture mean to them? How has it led them to perhaps choosing this profession of counseling? How might our cultures be perceived to be similar? How might they, uh, perceive to be different? I sort of also use an educational component about the influence that race would be part of it, but gender and age and also how are components typically factored in our decision making. At the least, they influence it, and some are well aware of it, and some are not.

Similarly, Jacob also described his approach with exploratory questions: "let's bring it into the space. What does that mean for you? What does that mean for you to work with a supervisee or with a supervisor who identifies as White in that space? what am I bringing in? What, maybe what perceptions am I bringing into the situation? What do I need to change? Filomena explained opening the space up to allow supervisee to explore their perspective: "so

sentiments: “Okay, but in addition to that, it's also modeling. Where if I'm showing my supervisee how to broach a conversation surrounding race, my hope is that I'm modeling a conversation that they may have with their clients.” Bianca added how she modeled intersectional identity development by stating, “modeling what it is to think about your privileged identities, not just your marginalized identities.” Emily stressed its relevance by saying:

I think it's relevant cause we have to bring it up in supervision. Um, as a way of modeling what bringing that up in a session with clients would look like for them.

Filomena also described how modeling broaching enhanced not only the supervisory relationship but also supervisee's clinical skills:

Broaching race and race-related issues in supervision helped my relationship with the supervisee, and I also believe helped the supervisee in their clinical work as they practiced broaching within supervision.

In the same way, Emily highlighted the relevance and interconnectedness of modeling and parallel process between supervisee's supervision and counseling: “I think it's relevant cause we have to bring it up in supervision. Um, as a way of modeling what bringing that up in a session with clients would look like for them.”

Supervisors also described examples for the development of specific skills for client conceptualization and/or counseling work. Jacob explained how he utilized exploratory questions to expand supervisees' knowledge of race-related issues such as medical racism: “let's talk about the diagnosis to get started. Let's talk about how diagnosis, in general, has been weaponized

against communities of color.” In the same way, Emma described an experience that addressed the issue related to racism in medical establishments:

So, we, my supervisee and I were discussing how her clients view her in the hospital setting, where she was providing counseling services. And through that conversation, we also spoke about how her clients were treated differently based on their race in the hospital. And so, we spoke about how, a black female is viewed as like complaining about pain as if they're not in pain, they're just complaining about it. Whereas, like a White female, it may be taken more seriously where they're like, this person is really in pain. And so, we looked at, we spoke about the differences in how she had seen clients treated in the counseling room, like physicians came in and nurses. We talked about how like, if two women walk into the ER with the exact same presenting problem, one's White, one's Black, the White woman would seem entitled, and the Black woman would be dismissed.

Furthermore, Bianca gave an example of how she expanded a supervisees' worldview regarding interactions in a cross-racial counseling relationship:

Another broaching experience that was successful was with a White man, supervisee who was working with a Black woman client, and she used the N-word in session, and he was concerned about how to, what to do in that situation. Um, and so we talked about his concern, you know, with hearing the word and feeling like there needed to be an intervention when the client said it in passing. It just was a component of the story and how it became central to his conceptualization of the client issue when it wasn't central to what the client

was talking about. So really, unpacking his discomfort with hearing the word or feeling like you needed to intervene or over-identify with the client after that was also a successful broaching conversation.

Theme 2: Supervisor's Individual Characteristics

Theme two described individual characteristics that impacted broaching race and race-related issues in supervision. Supervisors particularly illustrated insights about their own worldview, expectations, comfort, and levels of critical consciousness, and how they facilitated or hindered broaching race and race-related issues in supervision practice.

Subtheme 1: Supervisors' Own Worldview, Expectations, Challenges, and Comfort with Broaching

Supervisors identified their own worldview based on social location. For example, Bianca described expectations related to supervisees who shared her race: “supervisees of color in general, I have, an expectation or a bias if you will, that they're going, that there would be more likely to understand the relevance of race.” Supervisors also described challenges related to feelings of failure in a supervisor role. Emma described a frustrating experience that included inability to foster insight into privilege that included race and gender and as a result feeling like a failure. Emma stated:

So, I was challenged when my supervisee and I were of the same race. We both are White. My supervisee is a White male, and I'm a White female. And so, it was very challenging for me to get to bring my supervisee to the point where he could see that he had these privileges based on being a White person. But also based on being a White male so the intersectionality of gender and race, but also just race in general, being a White person in the privileges that

come with that in the US. And it was going over his head. He couldn't grasp what I was trying to bring into the conversation. And to me, it was very challenging because I wanted to validate his experience so that he did not shut down or feel like I was disregarding what he was sharing. But at the same time, I wanted to teach him that this is how society generally views White males. And there's often all of these privileges that come with being a white male that you may not be aware of. And he was like, well, I haven't seen any of those privileges. And it's like, I just, it was really challenging. And I failed. I feel like I failed. Like I did not facilitate the conversation correctly. So, it was very challenging for me.

Joti also described feeling challenged when working with White supervisees, and the impact of not connecting due to racial differences that caused feelings of inadequacy in her supervisor role. Consequently, Joti questioned legitimacy of professional identity. Joti stated:

Like I said, with the white folks, I just felt challenged. I mean, it just seemed they were not understanding or, you know, ready to understand my point of view. So, I just felt like a fool, didn't feel validated, didn't feel like, well, I'm adequate, or I'm capable of doing this. Just double judged myself that, well, this is probably not the right profession for me because people are having difficulty understanding where I'm coming from, so yeah.

Supervisors described other challenges with broaching that included levels of comfort with broaching race and race-related issues. Bianca expressed some discomfort when broaching with White supervisees, as she felt uncertain about how they would react: "I'm a little less

broach our differences, or similarities in identity, and to talk openly about that, but if there are, but how I deal with it, aside from that, I'm not sure.

Subtheme 2: Supervisors' Critical Consciousness

Subtheme two was representative of how some supervisors demonstrated critical consciousness as part of their developmental processes. Supervisors described insights into how race and race-related issues were tied to broader contexts, including structural systems upheld by White supremacy. Olivia highlighted the value of normalizing conversations about privilege despite experiencing discomfort:

Normalizing talking about ways that you might be privileged or acknowledging ways it could be really uncomfortable for, I think white people experience a lot of discomfort and guilt around race and then that can become resistance and like avoidance.

Similarly, James, described the value of acknowledgment and bringing up privilege, especially in cross-racial supervisory relationships: "I have all of the privilege and so when I go to, bring this up or, have a conversation or approach a supervisee that might present racially different than me I think about that in the context of, I have a lot of privilege right. I come in as a White cisgender heterosexual male" Similarly, Olivia demonstrated insight into how privilege played out in her supervisory relationships as she paid attention to power dynamics:

And I try to be attentive to the way that, like, as supervisor, I have a lot of power in that relationship. So then, when we add in these other axes of marginalization, then that can really exacerbate a power differential and put someone who's in a power-down position in a really tricky spot.

opportunities to talk about these differences, the way that culture infects things, race, gender, et cetera.”

Emily added that she was offered language related to broaching race that helped her gain skills she never learned in her master’s program:

I think being given like some language and like specific tips regarding how to do that and when has been really important, even like the didactic training in class, was really important because broaching race in counseling was not something that I learned in my master's program.

Kiara expanded on the value of being exposed to broaching in other classes beyond the supervision class:

Um, I think broaching for me really came up in my doctoral program when I took the ethics and multicultural courses. That's when the topic was originally introduced to me, cuz I had, before that I had never really heard of the term, and then, from there, I think just me going through my program myself and sharpening my supervisory skills by going through this doctoral program that then helped me in turn, bring that new knowledge into the supervisory relationship, to where I would purposely bring up topics like this.

Similarly, Li explained she learned about broaching in a cultural issues class: “I don't exactly remember when I was a student, but I can see and really learn broaching and practice broaching when I study cultural issues in the class.” She also further explained gaining a deeper understanding of broaching in her role as a co-teacher:

I really feel I got more like in deeply understanding about broaching through last year, when I co-taught a multicultural class of master's students, really

learning from the professor and how she invited a guest speaker, how we discuss about that, like this semester in a counseling practicum class.

James also stated that an advanced multicultural counseling class was instrumental in expanding his perspectives on differences: “an advanced class on, I think it's called social, cultural dimensions or something similar to the multicultural class.” Likewise, Kiara added that class and group discussions and films related to broaching were helpful, further explaining:

I want to say, we kind of it was more of like a discussion question. Where we talked openly in class about it, and he might have showed us some films or something About it, you know, to see it in practice. And I want to say we did, there was a practice component to that cause I remember us breaking out into groups prior and doing things.

On the contrary, supervisors discussed aspects of didactic training in their doctoral programs that hindered their capacity to broach race-related issues. Lack of training in the program structure was identified as a hindrance to the skill development of supervisors. For example, Emma stated that there was no formal training on broaching in her program:

But there was never like a formal lesson on how to broach race. And I feel like it's really important to say that there was no formal assignment on how to broach race in supervision. There were no models that we looked at specifically on broaching race in supervision. We always heard like, oh, you should broach race in supervision, but there was no one really saying like, this is how to successfully do it.

Lastly, Bianca, described an experience where a supervisee undermined her authority and decided not to work with her. When she sought guidance from faculty, she did not receive the support she had hoped:

I was experiencing a challenge with a particular supervisee that was, in my opinion, related to having challenges, taking direction from a Black woman, and just being, um, obstinate to the supervision process and the supervisor not understanding how that could happen because I'm the one with power. And so, thinking that it might be something else happening, or, you know, not being receptive to my assessment of the supervisory interaction and the role that race and gender played in that experience.

When asked what she would have liked to see the supervisor do, she stated:

One way would've been to just have acknowledge that the dynamics of sociopolitical power don't go away because I happen to be the person who is considered an authority in this space. The other thing that they could have done if they had that knowledge was provide me some insight into how other people have worked through those things or given me some sort of, um, information or tools for intervention in that case. Uh, and then the third thing that they could have done is they could have empowered me to continue having those conversations with that student, knowing that they would support, you know, me through those conversations. Um, but the response that I received was to not have those conversations with her.

Subtheme 4: Doctoral Cohorts

consciousness. Supervisors also revealed insight into how these barriers were tied to the culture of white supremacy, which resists the integration of racial and cultural minority groups' narratives, and how it upholds privilege, inequity, and oppression based on race. The study findings have practical as well as research implications for all stakeholders of counselor training programs.

- Taylor, E., Gillborn, D., & Landson-Billings, G. (2009). *Foundations of critical theory in education*. Routledge.
- Trahan, D. P., & Lemberger, M. E. (2014). Critical race theory as a decisional framework for the ethical counseling of African American clients. *Counseling and Values*, 59(1), 112-124. <https://doi.org/10.1002/j.2161-007X.2014.00045.x>
- Watcher Morris, C. A., & Wester, K. L. (Eds.). (2018). *Making research relevant: Applied research designs for the mental health practitioner*. Routledge.
- White-Davis, T., Stein, E., & Karasz, A. (2016). The elephant in the room: Dialogues about race within cross-cultural supervisor relationships. *The International Journal of Psychiatry in Medicine*, 51(4), 345-356. <https://doi.org/10.1177/0091217416659271>
- Woo, H., Jang, Y. J., & Henfield, M. S. (2015). International doctoral students in counselor education: Coping strategies in supervision training. *Journal of Multicultural Counseling & Development*, 43(4), 288-304. <https://doi.org/10.1002/jmcd.12022>

Appendices

The contents of Appendices include:

Appendices A: (Invitation Email)

Appendices B (Demographic Information)

Appendices C (Informed Consent)

Appendices D (Contact Information)

Appendices E (Scheduling 60-Minute Interview Email)

Appendices F (60 Minute-Interview Protocol)

Appendices G (Transcript Review Email)

Appendices H (Scheduling 15-30-Minute Interview Email)

Appendices I (15-30 Minute Follow-Up Interview)

Appendices J (Review of Themes Email)

Appendices B

DEMOGRAPHIC FORM

1. Name
2. Age
3. Gender
4. Race
 - a. American Indian and Alaskan Native
 - b. Asian
 - c. Black and African American
 - d. Hispanic and Latino American
 - e. Middle Eastern and North African
 - f. Multi-Racial
 - g. Native Hawaiian and Other Pacific Islander
 - h. White
 - i. Other
5. Are you a recent graduate of a CACREP-accredited counselor education doctoral program within the last 6 months? **or** Are you enrolled as a doctoral student in a CACREP-accredited Counselor Education and Supervision Program in the United States?
Yes or No
6. Have you completed CACREP-required master's supervision course (i.e., a didactic supervision course)? **Yes or No**
7. Have you completed CACREP-required doctoral-level supervision courses (i.e., a didactic supervision course, an experiential course that involves your supervised supervision practice)? **Yes or No**
8. Are you currently supervising or have supervised supervisees in practicum or internship in a CACREP-accredited program in the last one year? **Yes or No**
9. Have you completed supervised supervision of supervisees in practicum and/or internship for at least two semesters? **Yes or No**

If a participant answers **No** to any of these questions, they will be thanked for their time and informed they do not meet criteria for the study. Those that meet criteria will be directed to the consent form (see Appendix C)

By signing this form, you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researcher should have answered any questions you may have had about the research. If you have any questions later on, then the researchers should be able to answer them. Please contact Judith Wambui Preston at jpres005@odu.edu. If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call Dr. Adam Rubenstein, Assistant Vice President for Research Compliance at 757-683-3686 or Danielle Faulkner, Research Compliance Coordinator at 757-683-4636 or Danielle Dady, Senior Research Compliance Coordinator at 757-683-5451 or the Old Dominion University Office of Research, at 757-683-3460.

And importantly, by signing below, you are telling the researcher YES, that you agree to participate in this study. The researcher should give you a copy of this form for your records.

Subject's Printed Name & Signature	Date
Parent / Legally Authorized Representative's Printed Name & Signature (If applicable)	Date

INVESTIGATOR'S STATEMENT

I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal laws and promise compliance. I have answered the subject's questions and have encouraged him/her/them to ask additional questions at any time during this study. I have witnessed the above signature(s) on this consent form.

Investigator's Printed Name & Signature	Date
--	-------------

Appendices D

Contact Information

Dear Participant,

Please provide your contact information for us to contact you to schedule your interviews, and to provide you with the opportunity to review and revise the transcripts of your interviews. Your contact information will not be used for any other purpose except for said reasons. Your contact information will be stored in a secure location until the completion of the study and will then be destroyed. Please let me know if you have any questions regarding this matter.

Email: _____

Phone Number _____

Warm Regards,

Judith Wambui. Preston
Doctoral Candidate | Researcher
Old Dominion University

Appendices E

Scheduling 60-Minute Interview Email

Dear Participant,

Thank you for your willingness to participate in this study. I am writing to determine your availability so we can schedule our first 60-minute interview. Please let me know your availability.

Monday to Saturday

10:00 am – 11:00 am

11:00 am -12:00 pm

12:00 pm – 1:00 pm

1:00 pm – 2:00 pm

Warm Regards,

Judith Wambui. Preston
Doctoral Candidate | Researcher
Old Dominion University

Appendices F

60-Minute Interview Protocol

Date & Time:

Interviewee:

Interviewer:

Opening Script:

The purpose of this study is to understand your lived experiences with broaching race and race-related issues in supervision with supervisees in internship or practicum in CACREP-accredited programs. The purpose of today's initial interview is to gather information about your definition of broaching, what role broaching plays in your clinical supervision practice, your perceptions of success and challenges with broaching, and how your doctoral program has facilitated or inhibited your capacity to broach in supervision. There are seven present open-ended questions that we will discuss. I will also ask you follow up questions as needed. Today's interview will last for approximately one hour and will be recorded for transcription purposes. To maintain your confidentiality, once it is transcribed, the recording will be deleted. Do you consent to being recorded? (Researcher will obtain verbal consent and will proceed after participant has verbalized consent by saying yes to the question.)

Interview Questions

The interviews will comprise of 8 semi-structured interview questions:

1. How do you define broaching in clinical supervision?
2. What relevance, if any, do you feel that broaching race and race-related issues has on your practice as a doctoral student supervisor?
3. How do you find that you are most effective working with supervisees who are racially different from you?
4. Tell me about a time when you successfully broached a race or race-related issue with a supervisee.
 - a. What were the successes of this process?
5. Tell me about a time when you were challenged with broaching a race or race-related issue with a supervisee.
 - a. What were the challenges of this process?
6. What role has the supervisory relationship played in your experiences with broaching?
7. What experiences in your doctoral program, if any, facilitated your ability to broach race and race-related issues in supervision?
8. What experiences in your doctoral program, if any, inhibited your ability to broach race and race-related issues in supervision?

Closing Script:

Thank you for your time and participation in today's interview. I want to reassure you that the information you shared will only be accessible by my research team. I will provide you with a transcription of today's interview via email for your review. Once you receive it, if you do not feel that your responses were accurate, please feel free to correct them. You will be contacted in 2-3 weeks for a follow up interview that will allow you to discuss any follow up questions or comments you may have. If at any time you have questions or concerns about your participation, please contact me.

Appendices G

Transcript Review Email

Dear Participant,

Thank you for completing the 60-minute interview. Please see attached the transcript for your review. Please jot down any questions or additional information that you would like to include in the final transcript, and we will discuss it at our follow up 30-minute interview.

Thank you very much for your time and contribution to this study.

Warm Regards,

Judith Wambui Preston
Doctoral Candidate | Researcher
Old Dominion University

Appendices H

Scheduling 15-30-Minute Interview Email

Dear, Participant,

Thank you for your willingness to participate in this study. I am writing to determine your availability so we can schedule our 15-30-minute follow-up phone interview. Please let me know your availability.

Monday to Saturday

10:00 am- 10:30 am

11:00 am -11:30 am

12:00 pm-12:30 pm

1:00 pm-1:30 pm

Warm Regards,

Judith Wambui Preston
Doctoral Candidate | Researcher
Old Dominion University

Appendices I

15-30-Minute Follow-Up Interview Protocol

Date & Time:

Interviewee:

Interviewer:

Opening Statement:

The purpose of this follow-up unstructured interview is to find out if you have any follow up questions or comments that you would like to clarify or add to the study. Today's interview will last for approximately 15-30 minutes and will be recorded for transcription purposes. To maintain your confidentiality, once it is transcribed the recording will be deleted. Do you consent to being interviewed and being recorded? (The researcher will confirm verbal consent when participant says yes to the question. Once verbal consent has been granted, the interview will begin.)

Closing Statement:

Thank you for your time and participation in today's interview. I want to reassure you that the information you shared will only be accessible by my research team. I will provide you with a transcription of today's interview via email for your review. Once you receive it, if you do not feel that your responses were accurate, please feel free to correct them. You will be notified once the results of the study are available should you be interested in reading it. If at any time you have questions or concerns about your participation, please contact the researcher.

Appendices J

Review of Themes Email

Dear Participant,

The research team has completed the data analysis of the study and would like you to review emergent themes for clarification and rectification of what was reported as either accurate or inaccurate. Please provide us with a response within a week.

Once again, thank you very much. for your participation in this study.

Warm Regards,

Judith Wambui Preston
Doctoral Candidate | Researcher
Old Dominion University

Judith Wambui Preston
 Judithpreston0@gmail.com| Phone: (757) 818-5905

CURRICULUM VITAE

EDUCATION

Ph.D. Counselor Education and Supervision,
 Old Dominion University, Norfolk, VA (CACREP-accredited)
 August 2022

M.S. Ed., Education
 Old Dominion University, Norfolk, VA (CACREP-accredited)
 May 2005
Concentration: Clinical Mental health

M.A., International Studies
 Ohio University, Athens, Ohio
 June 1998
Concentration: African Studies

B.A., Bachelor of Arts
 University of Nairobi, (Nairobi, Kenya)
 October 1990
Concentration: Literature and Sociology

LICENSING AND CERTIFICATIONS

2010-Present Licensed Professional Counselor (VA) (LPC) # 0701004803
 2019-Present Approved Clinical Supervisor (ACS) # 3420
 2006-Present National Certified Counselor (NCC) # 208413
 2006-Present Certified Substance Abuse Counselor (CSAC) # 0710102208

PROFESSIONAL EXPERIENCE

Old Dominion University
Clinical Assistant Professor
 Counseling and Human Services
 2022-Present

Old Dominion University, Norfolk, VA
Graduate and Research Assistant
 2018-2021

Centered Counseling Services, LLC-Chesapeake VA
Counselor/Owner of Practice
 2017-Present

Counselors for Social Justice, Old Dominion University chapter.
Member of Action Committee 2020-2021.

Virginia Association for Counselor Education & Supervision Graduate Student Conference, Norfolk, Virginia. VACES 2020 Conference Proposal Reviewer

Chi Sigma Iota International Honor Society in Counseling: Old Dominion University
Awards Committee Co-Chair 2020-present

757 Hampton Roads Black Therapists; Member (2019-Present). Consultation Group. Providing support and mentorship for Black Therapists.

TRAINING

2020 Telehealth for Mental Health Professionals: PESI 2-day Distance Therapy Training
2018 Mindfulness & Supervision: Enhancing Counselor Awareness, Effectiveness & Acceptance”
Regent University, School of Psychology and Counseling
2018 Campus Safety and Violence Prevention Forum. Department of Criminal Justice Services,
2017 EMDR Training Part 1 & 2; Waves Psychotherapy
2017 National Screening, Brief Intervention & Referrals to Treatment; ATTC:
Addiction Technology Transfer Center Network
2017 Recognizing and Responding to Suicide Risk: Essential Skills for Clinicians. American
Association of Suicidality
2017 FEMA: Campus Emergencies Prevention, Response, and Recovery; Management and Planning
Level
2014 Certificate of Clinical Supervision of Virginia

HONORS AND AWARD

2022 Dr. Jane S. Bray DCEPS Student of the Year Award [Outstanding Graduate Student]
2021 Nominated for ODU John R. Broderick Diversity Champion Award; Student (Spring)
2021 Nominated for Dr. Jane S. Bray DCEPS Student of the Year Award
[Outstanding Graduate Student]
2021-2022 NBCC Minority Fellowship Program Fellow; Doctoral Mental Health Counseling
(\$20,000)
2018 Certificate of Excellence; Professional Development Training, Norfolk State University
2017 Extra Mile Award: Norfolk State University
2013 Team Member of the Year Award: Community Services Board
2012 Team Member of the Month Award: Community Services Board
2012 Team Member of the Month Nominee: Community Services Board
2011 Team Member of the Month Award: Community Services Board
2010 Starfish Award: The Institute for Family-Centered Services
2008 Starfish Award: The Institute for Family-Centered Services
2007 Family-Centered Specialist of the Year