2019 VACES Graduate Counseling Student Development Grant Program

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# Abstract

There is sufficient evidence that supports the ethical responsibility supervisors have to facilitate multicultural discussions through the integration of cultural topics in the supervisory session. Unfortunately, it is reported that supervisors who feel inadequate addressing cultural issues tend to ignore and not integrate such discussions. This lack of competence leads to the frustration and dissatisfaction of supervisees which in turn impacts client work. A dearth of information exists about the process that counseling supervisors follow to integrate multicultural topics in supervision. Further, there is limited evidence about the action and interaction between the supervisor and supervisee leading to the integration of cultural content. This study proposes to conduct a qualitative research study using grounded theory to explore the process, action, and interaction occurring in the supervision session that leads to the integration or avoidance of multicultural topics. The following grant program application provides all the relevant and required information to request the funding available at VACES.

**2019 VACES Graduate Counseling Student Development Grant Program**

**Required Cover Sheet**

Student Name: \_Zoricelis Davila\_\_\_\_\_\_\_\_\_\_\_

Student Email: [\_\_zdavila2@liberty.edu\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_](mailto:__zdavila2@liberty.edu_____________________)

Student Phone Number: \_\_\_817-798-6199\_\_\_\_\_\_

Title of Project: \_\_Integrating Multicultural Discussions in Counseling Supervision

Faculty Mentor Name: \_\_Dr. Joy Mwendwa\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Mentor Email: \_\_\_\_ jmmaweu@liberty.edu \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Mentor Phone Number: \_\_434-592-7596\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of University/College: \_\_\_Liberty University

Name of Graduate Program: PhD program

Check one of the following categories for your project submission:

\_X\_\_ Research in Counselor Education and/or Supervision

\_\_\_ Innovative Counseling, Supervision or Education Best Practice

Application Checklist:

\_X\_ CURRENT VCA/VACES Member at the time of submission.

\_X\_ At the time of submission, the project is in-progress (not completed).

\_x\_ Required Cover sheet will all elements completed.

\_x\_ Abstract

\_x\_ No more than 2 pages/single spaced/12pt Times Roman of the following: The Research Problem/Need for the study OR Rationale for Innovative Practice; Purpose of the Study/relevance to VACES members; Objectives and expected outcomes; For Research proposals, methodology (population, instruments, procedures) and data analysis techniques; For Practice proposals, examples of how the technique has been/could be used with specific populations; Timeline & Budget

\_\_x\_ Submitted only one proposal for the current grant cycle, and has not been funded through a VACES grant previously.

\_x\_\_ Applicant agrees to present the results as per the Recipient Requirements on the grant advertisement.

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**Purpose of the Study**

The purpose of this study is to inform the field of counselor education and supervision about the competent practice of multicultural counseling supervision. The research literature indicates that multicultural counseling supervision is a required competency to conduct ethical and competent counseling supervision. However, evidence indicate that supervisors are not addressing such cultural issues in supervision. There is no evidence in the literature that address the factors that contribute to the lack of integration of multicultural discussions in the counseling supervision session. In order to address the issue of integrating multicultural discussions in supervision it is important to consider what is influencing the supervisor’s integration or avoidance of multicultural topics in the supervision session by answering the following research questions:

**Research Problem & Need for the Study**

A significant increase of counselors/supervisees and supervisors from diverse cultural backgrounds has lead to a greater need for multicultural competency in the counseling supervision process (Tohidian & Quek, 2017). These changes, then, have intensified the need for counselors to attend to cultural issues in their therapeutic work (Inman & Ladany, 2013). Unfortunately, the literature has identified that supervisors who feel inadequate or uncomfortable addressing multicultural issues in supervision ignore or do not address integrating such issues in the supervisory session (Lee, 2018).

There is not enough discussion in the counseling supervision literature addressing specific factors about the process, conceptualization, and practice of the multicultural supervision session. Additionally, the literature does not address what possible factors may influence supervisors’ avoidance of integrating multicultural discussions in the supervision session. There is a need for an increased understanding about the conceptualization and practice of a supervision session that is multiculturally competent. The proposed study attempts to investigate what factors would contribute to supervisors’ avoidance or the integration of multicultural discussions in the supervision session. The aim of this study is to develop a conceptual model of how the counseling supervision session effectively integrates or neglects to integrate discussions about multicultural topics. Understanding these factors may help inform and develop theories that may influence future training. Furthermore, the exploration of actual processes of effective integration of cultural discussions may lead to develop theories and protocols for implementation in training and supervisory sessions.

The main research question is How do counseling supervisors conceptualize the practice of multicultural counseling supervision in counseling sessions? Four sub-questions are: What influences multicultural competency positively? How does the conceptualization of multicultural counseling supervision session influence multicultural competency training? What factors or individual differences among counseling supervisors contribute to or hinder the integration of multicultural discussions within the supervisory session? and What personal and professional factors developed and shaped your own development of your multicultural competency. (eg. Supervision, academic training, other training).

**Significance of the Study**

Evidence supports that for counselors-in-training to be adequately prepared to work with clients of diverse populations and cultural backgrounds, the training and supervision they receive must address cultural issues (Hird et al., 2004). The supervision relationship is the primary conduit to discuss culture as it facilitates the development and growth of a multiculturally competent counselor (J. R. Ancis & Ladany, 2011; Constantine, 2002). Supervisors are ethically challenged to integrate cultural competence into their supervision practice since research indicates that supervisees report greater multicultural counseling competence when multiculturally competent supervision occurs (J. Ancis & Marshall, 2010; Tohidian & Quek, 2017). When conversations about culture are an integral part of the supervision process, supervisees are better able to understand how culture influences their clinical practice, their perceptions of culturally different clients and their culturally different clients’ perceptions of them (Hird et al., 2001). Consequently, the result is a more competent work that can positively influence clinical work with clients.

The significance of this study relies on the nature of the qualitative research design to discover what individual factors may contribute to the avoidance or integration of cultural discussions in the supervisory session. The data obtained will advance the research question by exploring the process of how supervisors conduct a supervisory session that integrates multicultural competence in the daily practice effectively. This data may help inform the field of counselor education and supervision with the intricate elements that comprise the daily practice of competent multicultural supervision. It is expected that general contribution of this study will serve to clarify current issues surrounding the competent practice of the multicultural supervision session and implement such information in future counselor education and supervision training.

**Research Methodology and Data Analysis Techniques**

The study will be a qualitative research design using grounded theory method. The population is Licensed Professional Counselors Approved Supervision, Counselor Educators, and Approved Clinical Supervisors who are actively practicing supervision. Participants will receive a $25 gift card in compensation for participation in the study. This study will collect data using three methods: Individual interviews, a focus group and surveys. Data analysis will be conducted using grounded theory to record, categorize and codify the themes emerging from the interviews. A research team of three colleagues who are doctoral students and have completed the qualitative research course will assist in coding the data. After data has been analyzed and themes emerged have been coded and classified, a table will be created with central themes, contents, and statements in order to provide a thorough analysis of the data collected (Patton, 2008; Hays & Singh, 2018). Synthesis of the data will be conducted after a thorough evaluation of the themes emerged.

**Timeline and Budget**

The projected timeline begins in February 2019 conducting the interviews, focus group and surveys. The total cost for participants compensation is $375. Once data has been collected, approximately by March 2019 the research team will meet at one of the conference rooms at the Liberty University Jerry Falwell Library to conduct data analysis. Materials needed during the data analysis process is projected to be an average of $50. Travel Expenses for the research team is estimated around $75.

Appendix A

**2019 VACES Graduate Counseling Student Development Grant Program Application Instructions**

**Purpose:** The purpose of the VACES Graduate Counseling Student Development Grant is to provide funding to doctoral and master’s student members of VACES for either research intended to enhance understanding of professional issues in counseling, or for the development of innovative, creative practice strategies to help improve clinical treatment.

**Amount of Funding:** VACES will allocate a maximum of $500.00 to three (3) grant recipients. \*Our office will confirm the student’s VCA/VACES membership at the time of the application submission. Only confirmed VCA/VACES student members’ applications will be forwarded for grant consideration.

**Criteria:** A panel of reviewers will evaluate proposals based upon the following criteria:

·The project must be in-progress at the time of submitting the application. Completed projects will not be

considered.

·Describes a Research or Innovative/Best Practice project that is related to counseling and/or counselor education.

·Demonstrates potential for contribution to the counseling, counselor education, or supervision fields.

·Applicant is a master’s or doctoral counselor education graduate student in good standing, current member of

VCA/VACES, provides written endorsement from a core faculty member in their program, has submitted only one proposal for the current grant cycle, and has not been funded through a VACES grant previously.

·Applicant agrees to present the results as per the Recipient Requirement stipulated below.

**Recipient Requirement:** The grant recipient must agree to present the results of the research at the VACES 2020 conference as an educational session or a poster. If the recipient is unable to attend the conference, a poster of the project will be mailed to the 2020 VACES president, Cory Gewry at [vacesgrants@gmail.com](mailto:vacesgrants@gmail.com) no later than December 15, 2019 to be displayed at the 2020 VACES Graduate Student Conference.

**Proposal Outline:** The proposal must include the Cover Sheet (template provided for you; see attached) and NO MORE than two additional pages (single spaced/1 inch margins/12pt Times New Roman) of supporting information, including each of the following sections as appropriate to the proposal:

1. After the cover sheet must be a letter of endorsement from a core faculty member from the student’s program (no more than 1 page). The contact information of the faculty member must be present on this letter. \*This is not included in the page limit.

2. Abstract (maximum 120 word overview) \*This is not included in the page limit.

3. The Research Problem/Need for the study OR Rationale for Innovative Practice

4. Purpose of the Study; relevance to VACES members

5. Objectives and expected outcomes

6. --For Research proposals, methodology (population, instruments, procedures) and data analysis techniques

--For Practice proposals, examples of how the technique has been/could be used with specific populations 7. Timeline & Budget

**Submission Deadline: Friday, January 5, 2019, 12:00PM, EST. *Late proposals will not be considered.***

**Submit completed cover sheet template and required document as one email attachment to Cory Gewry at** [**vacesgrants@gmail.com**](mailto:vacesgrants@gmail.com)

On the email subject line, use the following convention so we can easily identify your submission: 2019 VACES GRANT + Student First and Last Name

**Recipients of the grant awards will be notified at the 2019 VACES Conference on February 23, 2019.**

**Looking forward to your applications!!**

**Cory Gewry, Chair, 2019 VACES Doctoral Counseling Student Grants and**

**Angelia Dickens, VACES President**

[**addickens@liberty.edu**](mailto:addickens@liberty.edu)