Practicum Supervisors' Role in the Development of Counselling Psychology Graduate Students' Cultural and Social Justice Responsiveness

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Abstract: The importance of cultural and social justice responsiveness (CSJR) in counselling psychology training is no longer disputed. Training models that have been put forth are mainly conceptual and less is known about how to support students to translate theory to practice. To understand this process more clearly, this study elicited the experiences of 16 field supervisors who were supporting the development of CSJR in counselling psychology practicum students. The Enhanced Critical Incident Technique (ECIT) was employed to guide and analyze in-depth, open-ended qualitative interviews with clinical supervisors. To guide this study, three research questions were designed: 1) *What supervision experiences are helpful to students' development of CSJR?* 2) *What supervision experiences are unhelpful to students' development of CSJR?* 3) *What supervision experiences would be desirable in students' development of CSJR?* These results are discussed in relation to current

literature on CSJR, and implications and future directions
are proposed.

Résumé: L'importance de la réactivité à la justice
culturelle et sociale (CSJR) dans la formation en
psychologie du conseil n'est plus contestée. Les modèles de
formation proposés sont principalement conceptuels et on
en sait moins sur la manière d'aider les étudiants à
traduire la théorie en pratique. Pour comprendre ce
processus plus clairement, cette étude a recueilli les
expériences de 16 superviseurs de terrain qui soutenaient
le développement du CSJR dans le conseil aux étudiants
en stage en psychologie. La technique améliorée des
incidents critiques (ECIT) a été utilisée pour guider et
analyser des entretiens qualitatifs approfondis et ouverts
avec les superviseurs cliniques. Pour guider cette étude,
trois questions de recherche ont été conçues : 1) Quelles
expériences de supervision sont utiles au développement
du CSJR par les étudiants ? 2) Quelles expériences de
supervision ne sont pas utiles au développement du CSJR
par les élèves ? 3) Quelles expériences de supervision
seraient souhaitables pour le développement du CSJR par
les étudiants ? Ces résultats sont discutés en relation avec
la littérature actuelle sur le CSJR, et des implications et
des orientations futures sont proposées.

Cultural and Social Justice Responsiveness in Counselling Psychology Practicum Training: Opportunities for Clinical Supervisors to Support Student Development

Increased emphasis has been placed on cultural and social justice
responsiveness (CSJR) within the discipline of counselling
psychology as culturally sensitive practice is insufficient to address
the inequities that many individuals face (Arthur & Collins, 2015;
Koch & Juntunen, 2014; Sinacore, 2015). Accordingly, frameworks
that include multicultural competence, culture-infused approaches,
and socially-just counselling competencies have been developed and
integrated into the counselling psychology curriculum (Arredondo
et al., 1996; Collins & Arthur, 2010a, 2010b; Sue, 1996). Over the
past forty years, several models have been put forth to help
counselling psychologists attend to the multiple and intersecting

cultural identities and social locations of clients. While these frameworks vary from one another, in their language and conceptual approach, they hold many commonalities. Specifically, most models attend to counselor self-awareness, knowledge of clients' backgrounds, culturally sensitive skills, the multicultural relationship, and the role of advocacy (Arthur, 2018; Kassan & Sinacore, 2016; Ratts et al., 2015).

In our research, we opted to use the term CSJR to highlight the evolving nature of diversity and move away from the implication that one can become truly competent. As such, we believe that when working in a culturally responsive and socially just manner, one is striving to meet the psychological experiences of clients or the learning needs of students in ways that align with their worldviews (Kassan & Nathoo, 2022). To explore this area of study further, we interviewed counselling psychology supervisors working with students completing their external (to the university) practicum to understand how supervisors supported the development of students' CSJR.

Cultural and Social Justice Responsiveness

Despite many advances on models of CSJR, efforts remain primarily at the conceptual level, as emerging psychologists report gaps in translating knowledge into practical skills (Brown, et al., 2014; Collins, et al., 2014). There is little evidence that the specific elements of training that are necessary for CSJR to develop have been identified (Wilcox, et al., 2022). Further, there is even less evidence that frameworks have been extended to practicum experiences (Kassan & Nathoo, 2022). While training programs that are accredited by the American or Canadian Psychological Associations must adhere to minimum standards, approaches to meeting the training requirements vary greatly and as such differ across institutions. Research has demonstrated that some counselling psychologists resist incorporating social justice into their professional identity (Fouad, Gerstein, & Toporek, 2006; Kennedy & Arthur, 2014). At the same time, Dimmick, et al. (2023) have demonstrated that counselling competencies directly impacts clients' outcomes in therapy. Although there are expectations that graduate students advance social justice in their professional roles, how their education supports the acquisition of this concept is unclear (Palmer & Parish, 2008; Ginsberg & Sinacore, 2015; Singh, et al., 2023). Hage and colleagues (2019) argue that doing social justice work through experiential activities, which can take place

during practicum, is a direct route to building advocacy skills. We (Bezanson and Kassan) have found little material to help us support our endeavors in including advocacy in our efforts to develop CSJR with the practicum students we work with.

The practicum experience is a key component of professional education as this is a time when students apply newly developed skills and develop their professional identity. There is a dearth of literature that provides supervisors with guidance on how to help counselling psychology practicum students develop CSJR (Kassan & Nathoo, 2022). This often leaves practicum supervisors with little resources to contribute to their efforts to support students' development of CSJR. Although classroom and/or on-line courses may emphasize the importance of attitudes and knowledge, less present in course work is applied clinical and advocacy skill, which are considered to be a more advanced competency (Arthur, 2018). ECIT allows us to access the expertise of practicum supervisors to understand better what helps and hinders practicum student's ability to transfer clinical and advocacy CSJR theory to practice. This information will lead to more specific guidelines to develop applied clinical and advocacy CSJR during practicum which will hopefully transfer to life long professional practices. This study is part of a larger research project that also gathers practicum student's experiences in their practicum.

Counselling psychology scholars have been urged to critically examine the role of CSJR in practice as well as pedagogy. Training programs have also been challenged to move beyond a scientist-practitioner model to a science-advocate model (Ginsberg & Sinacore, 2015). For example, the counselling psychology program at the University of Tennessee adheres to a scientist-practitioner-advocate model, the first of its kind to be accredited by the American Psychological Association (Mallinckrodt, et al., 2014).

CSJR has been said to be foundational to counselling psychology students' professional development (Ratts et al., 2015). In line with this assertion, our research explored the ways in which practicum supervisors conceptualize the factors that help, hinder, and are desirable in the development of CSJR in counselling psychology practicum students. This study was part of a larger project that also examined the experiences of counselling psychology practicum students developing CSJR.

Method

Research Design

To understand the experience of counselling psychology practicum supervisors, we used the current iteration of Flanagan's (1954) Critical Incident Technique – the Enhanced Critical Incident Technique (ECIT, Butterfield et al., 2009). Specifically, we explored the factors (i.e., critical incidents: CIs), which supervisors found to be helpful, unhelpful, and/or desirable when helping their students develop CSJR throughout their practicum training. ECIT has been established as a useful approach for research within the field of counselling psychology (Woolsey, 1986; Butterfield et al. 2005). It has been said to allow researchers to focus on critical aspects that support or undermine effective practices. With the addition of desirable or Wish List (WL) items by Butterfield and Borgen (2005), we were able to gather valuable information that would help strengthen the development of CSJR. To guide this study, three research questions were designed: 1) *What supervision experiences are helpful to students' development of CSJR?* 2) *What supervision experiences are unhelpful to students' development of CSJR?* 3) *What supervision experiences would be desirable in students' development of CSJR?*

Procedure

This research took place in a large Western Canadian city and was associated with a counselling psychology program accredited by the Canadian Psychology Association. Following ethical approval of the study, prospective participants were recruited through the counselling psychology program's list serve of external supervisors. These supervisors provide supervision at practicum sites *in the field* (off-campus) when students are at a more advanced stage of their master and doctoral studies. Interested individuals were asked to contact the research coordinator (an advanced doctoral student in counselling psychology) via email to receive more information about the study and inclusion criteria. To be able to participate, individuals had to have been an external supervisor for a counselling psychology student over the past three years. Prospective participants were informed that their identity would not be revealed to any students or faculty in the program. Participants received a $25 honorarium for the time they dedicated to the study.

Participants
A total of 16 supervisors took part in the study. They ranged from 35 to 68 years of age. In terms of cultural background, participants identified a combination of European, North American, White, East Asian, Middle Eastern, and Indigenous. All but two participants identified as heterosexual. Ten participants identified as cis-gender women and one as cis-gender man. In terms of ability level, no participants identified that they were living with a disability with two responding as "privileged" and "able." While three participants did not state their social class, 8 reported middle and 5 reported upper middle. In terms of education and supervision experience, participants reported they had obtained either their Masters (9) or Doctoral (7) degrees in the fields of Family Therapy, Social Work, Counselling, Leadership Studies, Counselling Psychology, Clinical Psychology, or Psychology. Participants shared that they have been working in the field between 12 to 34 years, with a median of 20 years, and they have been supervising pre-service clinicians between 2 to 29 years, with a median of 11 years. Participants current employers included private practices (4), nonprofit organizations (2), hospital system (3), government sector (2) post-secondary education institutions (3), and public school system (1).

Data Collection
Consistent with the ECIT methodology, a research guide was developed to gather in-depth, qualitative information about supervisors' experiences supporting graduate students completing their field practicum placement in counselling psychology. Specifically, participants were directed to consider, for the purpose of the interview, positive experiences as helpful CIs, negative experiences as hindering CIs, and what *could have helped* as desired or WL items. The interview began with an open-ended question centering on how supervisors conceptualized CSJR, in general, and how they perceived their practicum students' emerging CSJR development. Supervisors were then asked about aspects of their supervision experiences that helped the development of CSJR, and subsequently those that hinder CSJR. For both helping and hindering CIs, participants were encouraged to provide examples, by describing a specific CI, including its significance, antecedents, and outcomes. The same procedure was used to identify other experiences or factors they wished could be part of the practicum to help students develop CSJR. A summary of the information gathered was provided to each supervisor at the end of the

interview, and participants were asked if there was anything they would like to add. Interviews took place via Zoom through a secure platform and were audio recorded and transcribed verbatim for data analysis.

Data Analysis

Once interviews were transcribed and de-identified, they were analysed for significant factors that help, hinder, or are desirable in the development of CSJR. Specifically, the steps outlined by Butterfield et al. (2009) were followed. First, three transcripts were chosen at random to begin analysis. In the initial extraction phase, transcripts were manually analyzed to extract CIs and WLs that related to the three research questions. Text was identified that provided examples of incidents within the supervisory relationship that the participants identified as helping or hindered their ability to enhance their supervisees CSJR. Items that participants identified as WL items were also identified. The CI and WL items were recorded along with how the participants described the importance of the item and any other descriptive information offered.

Prior to grouping the CIs identified in this first step, Butterfield, et al. (2009) note the importance of understanding the purpose of the research; in our case, we were focused on enhancing CSJR training practices. The researcher examined the CIs from the first three transcripts and identified patterns, themes, similarities, and/or differences. From this analysis, categories were created, which were used to analyse the next three randomly selected transcripts. This process continued until all the interviews were analysed. This process allows the researcher to refine language used to identify the categories and to make decisions on the level of specificity necessary to inform the research questions. For example, online learning was originally considered one category but was later collapsed into training program characteristics. This process continued until all 16 transcripts were analysed.

Rigour

According to Butterfield et al. (2009), there are nine checks that ECIT researchers should follow to ensure the rigor of their study. These included: 1) digital recording; 2) interviewer fidelity; 3) independent extraction of CIs and WL items; 4) exhaustiveness; 5) participation rates; 6) independent categorization of CIs and WL

items; 7) expert opinions from professors conducting health- and education-focused inter-disciplinary research on immigration; 8) cross-checking by participants through email and in some instances, additionally via telephone; and 9) theoretical agreement. Further, the reflexivity of all research team members was monitored through journaling as well as peer and supervisory debriefing to expose, challenge, and address any implicit biases and attitudinal assumptions that may have been made throughout the research process (Fassinger & Morrow, 2013).

Consistent with this, all interviews were digitally recorded, and the interview guide was followed. Participation rates, which represent the percentage of participants who contributed to a singular category, are reported in the results section. At the independent extraction stage (Andersson & Nilsson, 1964), a separate researcher who was not familiar with the data up to this point, was given randomly chosen transcripts that represented 25% of the data to extract CIs and WLs items. At this point there was a 100% agreement rate. Exhaustiveness was reached by the third interview being analysed. In the next step, a team member who was not involved in the initial development of the categories was given randomly selected CIs and WLs separate from their categories to match; this represented 25% of the data. At this point, there was 96% agreement. In this study, we were unable to cross-check with participants due to their lack of availability. For the final credibility check, we engaged experts in the field to answer the following questions: 1) Do you find the categories to be useful? 2) Are you surprised by any of the categories? and 3) Do you think there is anything missing based on your experience? (Butterfield et al., 2005; Flanagan, 1954).

Results

Analysis of the 16 in-depth qualitative interviews yielded 101 CIs (52 helping and 40 hindering) and 9 WL items that support the development of CSJR among counselling psychology graduate students completing their practicum training. These CIs and WL items were grouped in four categories: 1) supervisee qualities and characteristics, 2) supervisor qualities and characteristics, 3) practicum placement characteristics, and 4) training program characteristics. Each category is expanded on below.

Supervisee Qualities and Characteristics

This category included 25 CIs: 14 helping and 11 hindering with a 44% participant rate, across 7 supervisors. It refers to the supervisee's own cultural background, their educational goals and genuine interest, and their confidence. Participants observed how their supervisee's personal lived experience impacted their cultural and social justice responsiveness. The helping incidents were related to one's own identities and impact of their experiences. The hindering incidents were related to having a narrow lens and not necessarily addressing their own biases, social locations, and assumptions. An example of how a supervisee's lived experience hindered their growth is exemplified below:

> One student, who holds some strong religious beliefs and so she views her work and her life experience through that lens and at times I've observed her to have a harder time relating to people who may not share those same beliefs.

Participants also talked about whether supervisees were aware of cultural issues and if they were passionate about social justice. The helping incidents were related to whether there was a genuine interest in learning how to be culturally responsive and socially just. The hindering incidents were related to students having no interest or knowing that it was an important pre-factor. For example, one participant said:

> Students who really were not interested or didn't have that personal interest in developing these two competencies were the most challenging ones. I fired an Intern because I saw that she's not paying attention, she's caught in her own world and not listening to my advice and questioning everything I said and kind of being biased and didn't understand the point etcetera.

Supervisee confidence was also described as helpful. This refers to how comfortable the supervisee felt in their role as a counselling psychology practicum student and is captured by one participant who said:

> As their confidence increases and their comfort and familiarity with their particular theoretical orientation and the interventions that relate to that orientation … they get better able to implement the interventions and a greater understanding perhaps at the right time to implement the interventions.

Supervisor Qualities and Characteristics

This category included 22 CIs, with a 31% participant rate, across 5 supervisors. It refers to the supervisor's own lived personal and professional experiences, supervisor strategies and how these strategies were employed to build a safe supervisor-supervisee relationship. All 22 incidents were helping incidents. Supervisors shared how their personal and professional experiences positioned them to become socially-just and culturally competent, and how this impacted the way they supervised students. An example of how a supervisor's lived experience was helpful is exemplified below:

> If I was not in an academic job full time I don't know how much [I would read]. My reading would be very narrow. I'd probably only read stuff I was interested in and I probably wouldn't read stuff that didn't pertain to either my research or my publication agenda or my teaching, I'd probably just read a very narrow range of stuff. I feel responsible and am committed to build my competency in the area of multicultural and socially-just counselling.

Participants also talked about their teaching strategies, which included encouraging their students to engage in self-reflection, providing reassurance and using self-disclosure to build a safe relationship. For example, one participant said:

> I think it's fairly important [for students] to have that [self-reflection] as an activity really very close to the time when a student is gonna enter into their practicum so they're bringing that sort of more front of mind perspective around how their cultural background might be impacting how they are going to present as a Counsellor.

Practicum Placement Characteristics
This category included 31 CIs: 12 helping, 13 hindering and 6 desirable, with a 44% participant rate, across 7 supervisors. It refers to the services offered at the practicum site, the practicum program structure including the site's culture, community partnerships and resources. Participants shared that having a diverse client base was helpful and alternatively, having a homogenous group of clients was unhelpful. For example, one participant talked about how their practicum site was diverse and shared the following:

> When they [practicum students] are seeing it firsthand and experiencing it firsthand, I think that's when it really becomes an authentic experience for them. It's like kinaesthetic learning.

Meanwhile, another participant shared:

> When I think about her practicum placement I think that things that would have limited her …was the community where we were working was relatively homogenous for white people … it was a community of about ten thousand (10,000) there were some opportunities but not a lot to meet and work with people from other cultures so that was the factor.

In terms of program culture and structure, several supervisors spoke about whether the structure of the practicum site was well-suited to meet the needs of supervisees. Here, they also discussed logistics and whether students were in rotations in addition to activities that everyone had to participate in, such as introducing themselves. Within this, supervisors also shared how supervisees were able to learn from each other based on the practicum site structure. For example, one supervisor shared the following:

> We have a number of students all completing their practicums at the same time and so they have opportunities to learn from each other and to be vulnerable with each other.

It was also evident from several participants that the culture of the practicum site was influential and had potential to be helpful or hindering. For example, a few participants spoke highly about their

leadership and how the director positively impacted the practicum site's culture:

> Well one factor for sure is the organizational culture counsellor's work at. For example, working as the clinical supervisor at the X center, many people contribute to that but frankly it's really the result of the leadership like Dr. Y's [the director of the center] leadership here and his very clear commitment to social justice. And to things like to non-pathologizing practices…I think the organizational culture that he created achieved, as the leader of this place is pretty important.

Community partnership and resources was also related to this category and were identified as hindering incidents where supervisors discussed the shortage of supervisors, financial barriers, and an overall lack of time. One participant shared the following:

> I can see that [time] might also be an obstacle if we've got an hour, there's three of them [practicum students], we kind of need to hit the high points of what they are all needing to have identified and addressed during this supervision time. So not having the time to be able to actually further develop the conversation where it's like, okay so I think we've kind of addressed that now we need to move on to the next cause there's another urgent thing we need to talk about.

Another supervisor stated:

> Basically, my own limited time as well could be hindering factor…So less time and too much to do I suppose they are all factors.

Several wish lists were identified including having more time for supervision, having diverse guest speakers, and having better communication with the university regarding expectations and how to support the development of socially-just and culturally competent students. One participant shared:

> What we didn't negotiate with the university…
> between the university and my organization that I
> think was an oversight there was a local multicultural
> group…we never thought to imbed that in the
> practicum.

Training Program Characteristics

The last category included 23 CIs: 5 helping, 15 hindering, and 3
desirable with a 69% participant rate, across 11 supervisors. It
refers to the conceptual and experiential learning of the students,
demands of the program, the impact of time and online programs.
Many supervisors spoke about how they were aware of the
university's program curriculum and that students were taught
some conceptual frameworks regarding socially-just and culturally
competent counselling. For example, one participant shared:

> All of them are doing course work at the same time and
> starting their practicum with me and so I know in all
> of the courses there is a multicultural social justice
> component, so they are having to do reading and
> reflections…with their classmates and their instructor
> about the same kind of topics.

Several supervisors also shared that they could see how the
demands of the academic program hindered student clinical
development. They observed how students were stressed and how
assignments would take precedence over supervision in some
situations:

> I mean just recent a student being stressed and having
> to write essays or the final papers whatever it is, and
> every time they are kind of, they wanna come in for
> supervision I mean we had to re-schedule, every [re]
> scheduling is costing me money and prohibiting them
> to learn more right.

Within this category, supervisors spoke about time. Two supervisors
reflected on their own experience and development, and how it took
them time and experience to develop cultural competency; however,
most supervisors shared that the lack of time hindered student's
development. It was somewhat related to the academic demands of

the program as described above and one participant shared the following:

> Lots of practicum [students] come for like two days a week because they're working and they have a life and whatever but with regard to cultural competency I think when practicum [students] are here full time, five days a week, they have a lot more opportunity to take part in cultural events and trainings and spend time with the cultural advisor so part time students miss out on a lot of opportunities.

This category also encompasses online programs where supervisors felt that online programs were limited. For example:

> I never expressed it this way to the supervisee, but this person was clearly sort of remedial right. There was lots of stuff that I had to do with this person to get this person up to speed. Provided all kinds of reading and all kinds of stuff that…that I've actually never had to do with a supervisee or the provisional psychologist [postgraduate, preregistered] before and I've actually supervised like thirty provisional psychologists…I think that her training, her course work, was not adequate, just inadequate.

Discussion

This study examined the experiences of clinical supervisors working with counselling psychology practicum students with the purpose of understanding how to better enhance their CSJR. The ECIT method (Butterfield et al., 2009) was employed to examine helping and hindering CIs as well as WL items that assist with the development of CSJR. Four major themes captured the development of students' CSJR: 1) *supervisee qualities and characteristics*, 2) *supervisor qualities and characteristics*, 3) *practicum site characteristics*, and 4) *academic program characteristics*. Each of these areas will be explored as they pertain to existing literature on CSJR in counselling psychology training. Relevant implications and directions for future research will also be presented.

Supervisees' Qualities and Characteristics

According to the field supervisors in our research, the developmental level of the supervisee with respects to their awareness of CSJR and the unique set of experiences they bring strongly impacts the supervisory process. Supervisors identified the need to consider their students CSJR at the start of their practicum to help them develop training goals and to allow the supervisor to adjust their approach accordingly.

Not surprisingly, supervisors found that the practicum students who did not have a genuine interest in CSJR were the most challenging to work with, and in one case the lack of interest made it impossible to successfully complete the practicum. Kennedy and Arthur (2014) asserted that students may resist incorporating a social justice lens in their work, which adds a challenging layer to making it part of the supervisory experience.

Students who have little awareness of cultural responsiveness or lack experiences to draw on poses an even greater problem for supervisors. Ladany et al. (1996) identified that between 92-97% supervisees withhold important information from supervisors; it is less clear how lack of insight into the significance of culture and diversity on the therapeutic process impacts disclosure. Supervision is identified as a relationship-based learning opportunity that requires safety and strong rapport to maximize disclosure to enact culturally responsive supervision (Vekaria et al., 2023). Our participants identified the hindering impact of students' attitudes for developing the quality relationship necessary for CSJR skill acquisition. However, there was little evidence of what helped students advance their curiosity and motivation to develop these skills. Consistent with our participants' frustration with supervisees' lack of curiosity and motivation, DeAngelis (2023) noted that we are "still in the early stages of understanding how to best bring racial, cultural, and identity factors into supervision and the supervisory relationship" (p. 37). As we will see in the Training Program and Characteristics category, supervisors rely on programs to ensure students have related experiences and have developed attitudes that support readiness for developing CSJR skill.

In our practice (Bezanson and Kassan), we have found it useful to lean into our professional Code of Ethics which requires clinicians to embody cultural responsiveness (Canadian Psychological Association, 2017). Approaching CSJR as a requirement of ethical practice allows for more exploration of how to apply culturally

responsive strategies when supervisees do not see the relevance of such practices. The foundational principle of respecting the dignity of persons is an open door to understanding how intersections of identities create uniqueness that clinicians need to consider when providing service. Further to the Code of Ethics, the Canadian Psychological Association's response to the report by the Truth and Reconciliation Commission (Canadian Psychological Association, 2018) offers many practical applications of CSJR practices when working specifically within Indigenous communities. By approaching CSJR as a requirement for ethical practice and registration, supervisors can help supervisees develop more openness to their skill development in a way that does not directly attack underdeveloped attitudes or lack of knowledge/experience with diversity. In this way, the supervisory relationship is not threatened by conflicting worldviews.

Supervisor Qualities and Characteristics

Our results indicated that it is imperative for field supervisors to have the knowledge base and skill set to support the development of CSJR in their practicum students. Research has suggested that supervisees perceived cultural responsivity of their supervisor sets the tone for the relationship and plays an important role in supervisees developing cultural responsiveness (Verkaia et al., 2023). These qualities and characteristics include being able to create a safe and trusting relationship by being open, transparent, and utilizing techniques like self-disclosure to facilitate this alliance (Arthur, 2018; Kassan & Sinacore, 2016; Ratts et al., 2015).

There is an inherent power dynamic within the supervisor-student relationship (Bernard & Goodyear, 2019), and working to reduce the influence of power likely leads students to feel safer discussing their challenges and insecurities. Further, a shift in power in the supervisory relationship can promote the use of reflexivity. In our study, supervisors identified ongoing reflexivity as a critical skill for students to develop. There was no evidence of helping experiences that identified how supervisors encouraged student to develop a reflexive practice. Interestingly, supervisors did not discuss their own reflexive practice or how it could help students' development. This reflects a gap between expecting students to be reflexive and supervisors embedding reflexivity in their supervisory endeavors.

The importance of embracing self-awareness, critical thinking, and cultural sensitivity –all components of a reflexive practice by

future counselling practitioners – has been well documented (Dixon & Chiang, 2019; Ratts, et al., 2015). Teaching reflexivity to counselling students requires a multifaceted and innovative approach that goes beyond traditional methods (Thiessen, 2023). Several studies have highlighted the potential of experiential learning, artistic expression, technology integration, and group exercises in cultivating reflexivity (Esler, 2011; Givropoulou & Tseliou, 2020). Each method offers unique advantages, but their effectiveness is contingent upon careful consideration of the cultural context, student engagement, and practical applications in real counselling scenarios. Within counselling psychology training, it is crucial to recognize the limitations and challenges inherent in implementing such innovative approaches. Although our participants identified the need for reflexivity, they did not identify any of these helping experiences as part of their supervisory practice.

Before requiring practicum students to show reflexivity, they must understand what it means in the context of counselling. Thiessen (2023) supports a systematic approach to developing a reflective practice as a supervisor but also to help supervisees develop the skill.

It is important to emphasize that it involves self-awareness and self-examination, and it represents an on-going process of reflecting on one's own values, beliefs, and reactions and how they will impact their clinical practice. We argue that supervisors must go beyond defining reflexivity to embodying it as a practice and modeling it for practicum students. Demonstrating reflexivity by openly discussing their own experiences in their practice within the supervisory relationship is powerful. Sharing personal anecdotes, challenges, and growth helps students see the practice in action. A possible strategy beyond the ones mentioned above could be to encourage reflexive journaling or somehow recording/exploring their responses to counselling sessions, readings or other experiences in the practicum. Providing direct supervision by watching video taped sessions and encouraging reflection on the therapeutic process as it is observed is another way to support the development of a reflexive practice. This has the potential to help students develop a habit of self-reflection. Using case studies and role-playing exercises to challenge students on their own biases and assumptions could also facilitate reflexive skills. And as we have suggested, supervisors can model their own reflexive journey as they share their insight about their own cultural background, biases, and assumptions, including

discussing how these factors might impact the counselling relationship.

This research finding extends beyond the supervisory relationship within the practicum site. It has implications for classroom teaching, emphasizing the transformative impact of reflexive teaching on the quality of future counselling practice. Integrating these diverse pedagogical approaches into counselling psychology programs will not only enhance the academic experience but also fosters a generation of professionals equipped with the CSJR necessary for ethical and effective client interactions.

Ultimately, the pursuit of teaching reflexivity in counselling transcends the confines of academic tradition, urging educators to embrace innovation, cultural responsiveness, and a commitment to shaping reflective practitioners who will contribute positively to the complex and dynamic landscape of the counselling profession. Through these endeavors, we aspire to empower counselling students with the tools they need not only to understand themselves but also to navigate the intricate tapestry of human emotions and relationships in their future professional roles.

Practicum Placement Characteristics

Participants in our study acknowledged the challenges in developing CSJR when the client demographic of the site did not include a significant number of underrepresented groups. Beyond this, they spoke about the culture and climate of the practicum settings. Leadership was said to be key in developing CSJR where several practicum supervisors shared their admiration for a particular person who ensured that this value was at the core of everyday operations. It is incumbent on academic programs to first find sites with diverse clientele that prioritize CSJR and second communicate the expectations for further developing these skills by supporting the integration of theory to practice. This is a practical challenge when practicum coordinators struggle to find practicum sites and supervisors willing to accept students. There was also a wish for students to have access to other means of learning about communities they are not familiar with. While practicum sites may not have a diverse demographics, supervisors can provide training opportunities by using case studies, sharing their experiences, and inviting other clinicians on site to share experiences regarding diversity in their case loads. Further, site supervisors can recommend professional development outside of the practicum that is relevant to practice. For example, Black Mental Health Canada

(BMHC) is a nonprofit organization that focuses on "improving the mental health and wellbeing of Black individuals and communities in Canada" (BMHC, n.d.). The organization offers several different learning opportunities for clinicians which could be integrated into supervision, or with support from the site, training for all clinicians on site.

Lastly, supervisors were keenly aware that limited human resources often interfered with students' development of CSJR. Many sites lacked clinicians willing to take practicum students and even less present were supervisors who have defined expertise in CSJR supervisory approaches. The responsibility of supervision tends to fall to a small number of clinicians at a site or within a community. Participants noted the lack of time allocated to providing supervision and often this role is accommodated within their other responsibilities. Currently, there are no agreed-on requirements in Canada for supervisors as each institution develops their own policies. Typically, supervisors are required to have 2 to 5 years of clinical experience before supervising practicum students. Practicum sites and university training programs can work more closely together to ensure that placements are compatible and have enough resources to provide opportunities that align with the enhancement of CSJR.

Training Program and Characteristics

Related to supervisees' readiness, supervisors identified the need for a strong foundation in CSJR theory before embarking on a practicum. Although supervisors recognized the benefit of this, they did not seem to be knowledgeable of the content of the training provided in coursework. This speaks to the underlying theme our participants spoke to regarding the need for a stronger relationship between the training program and the practicum sites.

Supervisors recognized the academic demands put on students as a hindering factor to benefiting from clinical supervision during the practicum. A closer relationship between faculty supervisor, who instruct the academic course that runs simultaneously, and the site supervisor would allow for the on-campus course to support practicum activities rather than deter from them. Assignments and class discussions/activities should result from what practicum students are experiencing in their practicum rather than being driven solely by counselling theory. Interestingly, participants identified online programs as providing less preparation for practicum students and even considering them "remedial."

Related to this was the hindering effect of parttime practicums where students were only on site 2 to 3 days a week. Some supervisees require this to maintain their employment while in practicum as practicums are unpaid. This option is often offered by training programs to reduce barriers, a socially just practice; however, the effect of only being at a practicum site part time is the loss of learning opportunities that are provided by the site.

As mentioned above, what is underlying the comments by our participants is the need for better communication between training programs and practicum sites. Universities are able to provide much needed knowledge to supervisors to enhance their own CSJR approaches and further their ability to nurture and grow these practices in their supervisees. This can be done in several different ways. Offering end of year receptions for faculty and site supervisors helps build relationships and allows for sharing of research and clinical experience. Beyond this, in person events allows training programs to acknowledge the time and effort that is required for supervision, which builds stronger relationships and ensures supervisors feel valued. As an initiative to develop stronger links with site supervisors, I (Bezanson) established a YouTube channel where students could upload short informative videos that spoke to their research and/or clinical interests. The videos were then made available to past and present site supervisors. The secondary benefit of this was to communicate the core values of the program that was often reflected in the students' interests to the site supervisors.

Implications

Results of our study speaks to the need to develop stronger, more purposeful approaches to CSJR supervisory practices that are not currently reflected in the literature or training curriculum. Developing transparency and stronger relationship between training programs and practicum placements will benefit students, with the goal of preparing students for CSJR. Our participants spoke to the characteristics of supervisees, supervisors, practicum placement, and training programs – all of which help, hinder, and are desirable to skill development in supervisees. Although some of these CIs and WL items can be directly related to good supervisory approaches, more purposeful attention to developing CRSJ in supervisees was identified as necessary. Our results speak strongly to the need for more applied knowledge to support practicum supervisors in this domain.

Future Direction

The results of this study positioned field supervisors as experts who can speak to the factors that help, hinder, and could be useful in supporting counselling psychology practicum students develop CSJR. Future studies should consider the experiences of graduate students and their clients in the process of developing CSJR. Although the ECIT is a rigorous method, other more culturally specific approaches could be used to capture potential nuanced experiences. Our research is informed by the Western paradigm for educating counselling psychologists. We are aware of the implications of developing more responsiveness in our clinical practices by trying to elucidate the unknown from our cultural lens. The existing literature, of which we are part of, could be strengthened by considering other research methodologies and other paradigms of supervision/mentorship of novice clinicians.

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