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A Study of Cultural Differences on the Supervisory Process in a Graduate School Program

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A Study of Cultural Differences on the Supervisory
Process in a Graduate School Program

by
Nancy Marie Gauvin

An Applied Dissertation Submitted to the
Abraham S. Fischler College of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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Approval Page

This applied dissertation was submitted by Nancy Marie Gauvin under the direction of the persons listed below. It was submitted to the Abraham S. Fischler College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

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Statement of Original Work

I declare the following:

I have read the Code of Student Conduct and Academic Responsibility as described in the *Student Handbook* of Nova Southeastern University. This applied dissertation represents my original work, except where I have acknowledged the ideas, words, or material of other authors.

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Nancy Marie Gauvin

Name

March 30, 2016

Date

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Abstract

A Study of Cultural Differences on the Supervisory Process in a Graduate School Program. Nancy Marie Gauvin, 2016: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education. ERIC Descriptors: Speech-Language Pathology Databases, Speech-language Pathology, Supervisors, Supervision, Supervisory Training.

This applied dissertation was designed to provide new knowledge that will add to the field of speech-language pathology in both practice and theory. Investigating the need for cultural competency training for Speech-language pathology (SLP) supervisors can offer future supervisors improved relationships with graduate students. Currently, no formal training exists to address cultural diversity sensitivity at the supervisory level. The data were gathered by utilizing an online survey to receive responses from SLP supervisors to ascertain their cultural diversity and sensitivity. The study results were determined by using a *t*-test and exploratory factor analysis to examine if a need for cultural diversity training existed in the SLP field for speech-language pathologists in the United States.

The researcher used a survey targeting SLP supervisors regarding their experiences with working with culturally diverse graduate students. The survey utilized a 5-point Likert scale to ascertain the supervisory experiences of SLPs. The intent of the survey was to ascertain the thoughts and beliefs of SLP supervisors who have had experience with graduate students with diverse backgrounds. Results of the study revealed that SLP supervisors have limited experiences with cultural diversity training as it specifically pertains to supervision of culturally diverse graduate students.

Table of Contents

	Page
Chapter 1: Introduction.....	1
Background and Justification.....	2
Statement of the Problem.....	5
Deficiencies in the Evidence.....	7
Audience	8
Definition of Terms.....	8
Purpose of the Study	9
Chapter 2: Literature Review	11
History of Multiculturalism and Supervision	12
Supervision	15
Cultural Differences.....	18
Growth in Cultural Differences	20
Racism.....	21
Students.....	22
Education	23
Perceptions and Reflections.....	24
Gender.....	25
Region and Dialect.....	28
Generational Differences	30
Cultural Diversity Training.....	32
Theoretical Framework.....	39
Research Questions.....	39
Chapter 3: Methodology	41
Introduction.....	41
Participants.....	41
Instruments.....	42
Validity and Reliability.....	44
Research Design.....	45
Procedures.....	46
Recruitment.....	47
Inclusionary Criteria	48
Exclusionary Criteria	48
Data Collection	48
Data Analysis	49
Limitations	51
Chapter 4: Results	53
Introduction.....	53
Description of the Sample.....	54
Research Methodology and Data Analysis	56

Data Preparation.....	57
Measured Variables	58
Presentation of Data and Results of the Analysis	58
Summary	68
 Chapter 5: Discussion	 70
Introduction.....	70
Summary of the Findings.....	71
Discussion of the Results	71
Response to Research Question 1	72
Response to Research Question 2	73
Response to Research Question 3	73
Response to Research Question 4.....	74
Discussion of the Conclusions in Relation to the Literature in the Field	75
Limitations and Cautions of the Study.....	76
Implications for Change.....	77
Recommendations for Future Studies	78
Conclusions.....	79
 References	 80
 Appendix	
Concerns About Counseling Racial Minority Supervisees (Modified From Concerns About Counseling Racial Minority Clients)Meifen Wei, Ruth Chu-Lien Chao, Pei-Chin Tsai & Raquel Botello-Zammaron.....	87
 Tables	
1 Gender.....	55
2 Race.....	55
3 Years of Experience	55
4 Cultural Diversity.....	56
5 Recoded Variables	58
6 Variable Definitions.....	59
7 Ethnicity.....	59
8 Managing Cultural Differences.....	60
9 KMO and Bartlett's Tests	60
10 Ethnicity.....	62
11 Supervisory Perceptions.....	62
12 KMO and Bartlett's Tests	63
13 Ethnicity	64
14 Damaging the Supervisory Relationship	64
15 KMO and Bartlett's Tests	65
16 Ethnicity	67
17 Biased Thoughts and Behaviors.....	67

18 KMO and Bartlett's Tests 68

Figures

1 Scree Plot 1 61
2 Scree Plot 2 63
3 Scree Plot 3 66
4 Scree Plot 4 68

Chapter 1: Introduction

Since the start of the 21st Century, the population of the United States has grown and so has the cultural diversity of the nation. In 2012, the United States Census Bureau reported a trend and increase in students from diverse cultural backgrounds and races. In 2008, The American Speech-Language-Hearing Association (ASHA) reported a trend of more graduate students entering the field from culturally diverse backgrounds which may directly affect the role of supervisors within the field. In addition, “recognizing the importance and complexity involved in the supervisory process, it is critical that increased focus be devoted to knowledge of the issues and skills in providing clinical supervision across the spectrum of a professional career in speech-language pathology” (ASHA, 2008, p. 1). In training, the supervisory process begins at the level of graduate schools with supervisees. Supervisees include potential students from various cultural and regional backgrounds. Entering graduate students include a more diverse population; therefore, the supervisors need to learn how to interact with diverse students who enter into graduate level programs.

As the diverse population in the United States continues to increase, this change presents challenges to improving speech and language pathology outcomes. Speech-language pathology supervisors must be ready to address learning and teaching strategies to educate SLP supervisees in order to effectively infuse cultural content as it addresses the changing demographics in the United States. Dudas (2012) pointed out that the population of United States citizens born in another country is 12.9%. Moore (2009) reported that more than 6,000 speech-language pathologist members and affiliates have identified as belonging to a minority race, with an increase each year. With the continued

demands within the field of speech-language pathology, supervisors will need increased training in order to address the various backgrounds of their supervisees. Cultural competency must become a major part of the speech-language pathology theory and practice in order to prepare supervisees and possibly avoid any type of ethnic and racial inequality in the field. Amerson (2012) theorized that cultural competency is a multi-faceted learning process which includes parting of didactic information, practical experiences, the assessment of personal beliefs, and values. Cultural diversity training is a way to improve the supervisory process for supervisees from culturally different backgrounds.

Background and Justification

The supervisory process is necessary in the clinical training of many professions. Supervisees are dependent upon learning outcomes to improve their clinical skills. The cultural diversity and multicultural issues of supervisees and supervisors can and will change, as will the patients and clients. Green and Dekkers (2010) stated that “diversity is becoming more important in clinical training programs as clients; students and supervisors become more diverse” (p. 293). As this trend continues, a change in supervisory responsibilities is evident. Perng and Watson (2014) postulated cultural competency can be developed by providing training for supervisors who work with clients and supervisees from diverse cultural backgrounds. In the field of speech-language pathology, there is a consistent increase in cultural diversity and multicultural issues. As a result, multicultural issues, such as understanding nuances and sensitivity to

supervisees from various cultural backgrounds, are factors that should be considered and included in the supervisory process.

Deal-Williams (2012) discussed addressing cultural diversity at the student level during a workshop created by the Minority Student Leadership Program (MSLP) that was held at the 2011 ASHA convention. According to Deal-Williams (2012), “the workshop focused on resolving conflict, exploring intent and effect of communication, practicing responsive injury, and broadening listening skills for success across cultural dimensions” (p. 1). Although cultural diversity is being targeted in some ways, supervision of supervisees is presently not being focused on cultural diversity. Gatmon et al. (2001) postulated that awareness of gender, racial/ethnic concerns, and sexual orientation differences are necessary elements of therapy. Moreover, as the increase of diverse supervisees continue to enter into the field of speech-language pathology, it is imperative that multicultural concerns be included within the supervisory process.

Cultural diversity and supervision are becoming more closely aligned with the supervisory process, especially since the racial climate for supervisees of diverse backgrounds has been discussed but not formally included within the supervisory process. In addition, Black and diverse students have a higher attrition rate than other graduate students as a whole. Barker (2011) reported that racial climate for Black graduate or doctoral students may be a reflection of the student’s interaction with the institution, department, and faculty members. Moreover, students from diverse backgrounds may also feel a greater sense of racial discrimination as compared to their White or Latino counterparts. Barker (2011) postulated that Black students have reported

feeling less important and under-appreciated in graduate school programs. Their experiences are unique to their cultural background instead of their abilities as a supervisee. Multicultural competence is critical to addressing the needs of supervisees from diverse backgrounds within the supervisory process in order to address the underlying cultural diversity concerns of supervisees.

In order for the supervisory process to make a positive impact, supervisors must include cultural differences within supervision. Moore (2009) stated that “in order for supervision to be effective, supervisors must be willing to engage in dialogue about issues related to cultural differences” (p. 33). Supervisees should be able to feel comfortable discussing cultural diversity concerns with their supervisors. Green and Dekkers (2010) stated that when supervisors are more culturally competent, supervisees are more comfortable in having discussions regarding cultural differences and diversity. However, the lack of formal cultural diversity training provides challenges within the SLP field.

In 2008, the American Speech-Language-Hearing Association summarized guidelines for SLPs who supervise students. The guidelines are used to provide an understanding of what qualifications would make supervisors eligible to supervise supervisees. The guidelines included the amount of years of experience an SLP must have and general recommendations regarding cultural experience, but does not provide a formalized training for potential supervisors. Due to this lack of formalized training, there remains a continued need and importance for addressing cultural diversity and multicultural issues within the academic setting (Green & Dekkers, 2010). Additionally,

the increase in cultural diversity and multicultural issues amongst supervisees and supervisors also continues to change.

According to Gatmon et al. (2001), cultural variables in supervision have influenced the supervisory process in regards to the supervisory satisfaction of supervisees. Therefore, supervisors would benefit from a training that would improve the quality of supervision by teaching cultural diversity for supervisors that would improve multicultural understanding and sensitivity within the supervisory process. Trepal and Hammer (2014) discussed the need for formal supervisory training for doctoral students. In their study, supervisees were found to be more successful in following instructions and understanding the supervisory process with formal supervisory training. Moreover, the doctoral students were found to be more critical in understanding their strengths and weaknesses and were able to work successfully with their supervisors to improve their areas of weakness. Lastly, supervisees reported that they felt a stronger interpersonal relationship with their supervisors after their supervisors had formal supervisor training. The benefits of a formal supervisory training would strongly benefit the overall success of supervisees. Additionally, training focused on cultural diversity would further strengthen the supervisory process (Trepal & Hammer, 2014).

Statement of the Problem

The problem this study addressed is the lack of minority students successfully graduating from a speech-language-hearing program that educates students within the United States. Barker (2011) pointed out that despite the various cultures attending graduate programs, African-Americans and other minority students have the highest rates

of attrition. This has been attributed to having a sense of isolation and lack of connectivity with their non-minority supervisors, and, as a result, African-American and other minority students are less successful in completing their graduate studies.

Green and Dekkers (2010) reported that there is a need for increased understanding of cultural differences in order to support and increase graduation rates among culturally diverse populations. It is important to address cultural diversity issues as “supervision is an important aspect of training because supervisors are in a position of power and can influence the clinical, social, and professional development of supervisees” (p. 294). The supervisory process requires a supervisor with clinical, educational experience, and cultural competency that can teach and educate the graduate students that they serve (ASHA, 2008). The supervisory process is in need of adjustments in order for supervisors to meet the diversity requirements of their supervisees. Additionally, there is a gap in the research on clinical supervision in speech-language pathology. Ostergren (2011) stated that the “largest body of research on clinical supervision was conducted more than 30 years ago which is problematic because there are different requirements and recommendations for the clinical supervision of speech pathology students” (p. 62). As reported in ASHA’s position statement on clinical supervision in speech-language pathology, “clinical supervision, is a distinct area of practice in speech-language pathology and is an essential component in the education of students and the continual professional growth of speech-language pathologists” (ASHA, 2008, p. 1). The supervisory process should be applied differently based on race, religion, creed, gender, or cultural diversity (ASHA, 2008).

Burkard et al. (2006) reported that “93% of supervisors in their study had no experience supervising trainees who were racially or culturally different from themselves” (p. 288). As Burkard et al. (2006) summarized, supervisors have minimal training and experience with cross-cultural supervision. Arguably, supervisors may not be comfortable, competent, and confident in addressing diversity within the supervisory process.

Moreover, when supervisors interact with supervisees, cultural competence should be considered. Dixon (2014) stated that

cultural competence involves understanding and appropriately responding to the unique combination of cultural variables--including ability, age, beliefs, ethnicity, experience, gender, gender identity, linguistic background, national origin, race, religion, sexual orientation and socioeconomic status--that the professional and client/patient/student bring to interactions. (p. 1)

Therefore, there is a need for consistent supervisory training in order to become culturally competent, comfortable, and confident in ensuring student success.

Deficiencies in the Evidence

While the literature contains research that clearly depicts the influence of culture differences in the supervisory process, there is a deficiency in available research that shows how those cultural differences have played a part in lower graduation success and overall improvements within supervision. In addition, some of the issues that currently exist include the need to make key assumptions, as the literature is largely found in nursing, family therapy, and psychology and limited in the field of speech-language pathology. Therefore, the study was based on the existing literature, which was limited and may not have expressed broader realities.

Audience

This research was intended to provide information regarding cultural diversity and the impact that it may have on the supervisory process. The audience benefitting from this study will be speech-language pathology supervisors who supervise graduate level supervisees. The focus was to determine if cultural diversity training should be mandated for future supervisors in the field of speech-language pathology across all disciplines on cultural diversity training and addressed the implications that it may have on their future supervisees from various diverse backgrounds.

Definition of Terms

Behaviors are defined as “any change of an entity with respect to its surroundings” as cited by Rosenblueth, Wiener, and Bigelow (1943, p. 18).

Beliefs occur when an individual is in a “mental state which has as its content a proposition that is accepted as true by the individual holding it, although the individual may recognize that alternative beliefs may be held by others” as cited by Borg (2001, p. 146).

Cultural differences are "traditional traits and cultural markers of that group to varying degrees... from ‘not at all’ to ‘exclusively and intensely’” as cited by McIntyre (1996, p. 138).

Cultural diversity is defined as the cultural variety and diversity that exist in the society, world and institution as cited by Zeichner, 1992.

Ecological systems theory is Bronfenbrenner’s scientific study of the mutual accommodation throughout the life course between an active, growing, highly complex

organism characterized by an “evolving interrelated dynamic capacity for thought, feeling and action-and the changing properties of the immediate setting in which the developing person lives” (Darling, 2007, p. 203).

Graduate student is any student who is seeking a graduate degree. The student would have to be admitted to a master’s degree program and carry at least eight semester units, as cited by Piero (2011).

Knowledge is defined as “a body of facts and principles accumulated by mankind in the course of time” (Clarke, 2001, p. 1).

Multiculturalism is defined as a “system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society” as cited by Rosado (1996, p. 2).

Perception is defined as the understanding of how individuals perceive others from different religious, racial, ethnic or regional groups as cited by Adams, Thomas-Tormala, and O’Brien (2006).

Speech-language pathology is a profession that addresses working with patients with communication disorders as cited by ASHA (2008).

Purpose of the Study

The purpose of this study was to examine the need for training in cultural differences within the supervisory process for speech-language pathologists. This researcher sought to determine if there was a need for cultural diversity training for supervisors of graduate students in the field of speech-language pathology located in the United States. Specifically, the study was used to ascertain if cultural diversity training

was beneficial to supervisors who supervised graduate students from multicultural backgrounds.

Other professions, such as nursing, counseling, education, and psychology, have often provided mandated supervisory training so that they may have knowledge and skills in the supervisory process of graduate students in order to recognize their own cultural differences that can affect their students' success (Trepal & Hammer, 2014). The intent was to ascertain how the supervisory process has affected supervisors' attitudes, perceptions, and knowledge of cultural diversity, if at all, and to address supervision to assess the impact that cultural diversity has had on their clinical training. Perng and Watson (2012) pointed out that supervisory trainings have been found to highlight the cultural diversity areas that nursing supervisors need to improve as well as an overall increase in supervisory success with supervisees from diverse cultural backgrounds.

The information gathered during this study provided new knowledge that added to the field of speech-language pathology in both practice and theory. Investigating the need for cultural competency training for supervisors can offer opportunity for potential supervisors of graduate students. This training may improve the success and attrition rates of culturally diverse graduate students in the field of speech, language, and communication disorders (Barker, 2011).

Chapter 2: Literature Review

Given the need of supervision in any professional setting, cultural differences may need to be incorporated within the supervision process. Nilsson and Duan (2007) were part of a new wave of research regarding cultural responsiveness as it relates to supervision of ethnic minorities by White supervisors. They postulated that due to increased numbers of ethnic minority students entering into graduate programs, there is a need for more training programs in cross-racial supervision. The number of minorities in speech pathology programs is increasing, and cross racial supervision is required as these graduate programs diversify.

Speech-language pathologists must also diversify to meet the needs of the modern world. Stockman, Boulton, and Robinson (2008) stated that “population shifts in the latter part of the 20th century have expanded the cultural contexts for the professional practices of speech-language pathologists (SLPs) and audiologists in the United States” (p. 241). These population changes have necessitated more considerations for cultural diversity. According to Green and Dekkers (2010), “diversity is becoming more important in clinical training programs as clients, students, and supervisors become more diverse” (p. 293). Although many graduate programs include courses on multicultural diversity, most of those programs in speech-language pathology lack specific training in conducting supervision with diverse individuals or multicultural populations. Cultural differences are still not addressed directly within supervision in a graduate school setting (Stockman et al., 2008). In order to understand how supervision can be affected by cultural differences, it is important to understand the history.

History of Multiculturalism and Supervision

The need for multiculturalism within the field of speech pathology was first identified in the 1960s. In 1968, a speech-language pathologist by the name of Orlando Taylor began a dramatic change in how ASHA addressed multicultural topics and issues (Moore, 2009). Taylor discussed the social responsibility of SLPs at the 1968 convention. This was the first attempt to emphasize cultural diversity as the National Black Association for Speech-Language-Hearing (NBASLH) has been an advocate for infusing cultural diversity in speech pathology for over 30 years, Taylor proposed continued change within the SLP field to include cultural diversity (Reeves & Beverly-Ducker, 2008). In response to Taylor and an increased awareness of cultural diversity, SLPs developed organizations that sought to address cultural disparities within the field.

Several caucuses focused on minority populations rose at this time along with generalized organizations that dealt with overarching cultural affairs. The Black Caucus was created to address how African-American children were assessed in comparison to the monocultural speech and language norms of children of other races (Moore, 2009). This measure was taken so that African-American children's cultural linguistics could be added to standardized testing for evaluative purposes. The organizations ASHA and OMA would follow and address more minority populations.

ASHA's multicultural efforts began to increase in cultural diversity. For example, ASHA created the Office of Multicultural Affairs (OMA) in 1969 (ASHA, 2014). OMA was created to address the increased cultural differences in the population

across the nation. OMA focused on increasing SLP awareness of diverse populations and addressed linguistic and cultural diversity as they related to the profession.

As that awareness became more relevant, so did the observation that SLPs were not taught to consider the differences between patients or differences between students within the supervisory process (Moore, 2009). Early on in the field of speech-language pathology, students within graduate programs received the same supervision without consideration of their cultural differences. According to Goldberg (1997), speech-language pathologists were not taught to consider the dialectal differences of patients, nor were SLPs taught ways of supervising graduate students from culturally different backgrounds.

As in any other process, supervision continues to improve and change with experience. In supervision, this experience allows supervisors to identify shortcomings and recognize the need for change. McCrea (2014) wrote that “the recognition of the complexity of the supervisory process and the implications of this complexity on the success of supervisory experiences has renewed interest in preparation models for the supervisory process” (p. 2). In other words, supervisors identified that a need existed for formalized training to account for the complexities encountered in their relationships with supervisees. In response, ASHA’s (2012) Board of Directors appointed an ad hoc committee to consider the need for formal training of clinical supervisors (McCrea, 2014). At present, since supervisors are not formally trained, supervisees learn clinical practice through unguided supervision that may not meet their specific needs.

The needs of supervisees entail an understanding of differing personality traits and the consideration of multicultural differences (Cederbaum & Klusaritz, 2009). The fostered relationship between supervisor and supervisee allows the student to apply learned theory into clinical practice through guided feedback (Cederbaum & Klusaritz, 2009). Since supervisors lacked formal training in addressing these concerns, fostered relationships became a detriment as the supervisee developed a rift with his or her supervisor over cultural differences.

Other organizations began to address cultural differences within the SLP profession as the emphasis on cultural diversity grew. For example, NBASLH was founded in 1978 at Howard University. The primary purpose for organizing this committee was to meet the professional needs of the African-American SLPs and graduate student clinicians. Additionally, NBASLH was used as a platform to begin tailoring service delivery to children and adults from culturally diverse backgrounds (Goldberg, 1997). NBASLH used their platform to “establish a viable mechanism through which the professional needs of the Black professionals, students and the communicatively handicapped community could be met” (NBASLH, n.d.). Annual conventions and countless meetings are held to provide a continued conversation to increase cultural diversity within the speech and language field.

Another group in support of culturally diverse backgrounds was formed in Atlanta, Georgia in 1991, the Lesbian, Gay Association of Speech Pathologists (L’GASP). According to OMA (2014), L’GASP was formed to “provide a forum for networking along with education and research on matters relevant to the professions and

professional practice” (ASHA, 2014, p. 1). L’GASP’s focus was to support and encourage actively all lesbian, bisexual, transgendered and gay audiologists, speech-language pathologists, and students within the profession. Additionally, L’GASP’s focus was to also increase compassion and sensitivity of L’GASP members while professionally promoting a social platform of awareness within the speech and language community.

According to ASHA (2014), OMA, NBASLH and other organizations are meant to provide education, information and support. These constituency groups were created to “increase cultural competency and improvement in the speech, language and hearing services” (p. 1).

Stockman et al. (2008) have recognized the need for cultural diversity training within the supervisory process; however, this type of training continues to be overlooked. It is assumed that the general application of cultural diversity in the SLP field is adequate, but there is a need for more exact training on the subject of cultural diversity for SLP supervisors in graduate programs. Stockman et al. (2008) stated that faculty in educational programs for SLPs and audiologists have not conducted studies regarding the need for cultural diversity training in graduate programs. Moreover, Levy et al. (2009) postulated that “further research is needed to determine how to prepare and support” graduate student clinicians (p. 11).

Supervision

The supervisory process is meant to be meaningful and eventful for both the supervisor and supervisee. Supervision should include mentoring, nurturing, professional

acceptance, modeling, and constructive feedback (Levy et al., 2009). Additionally, “supervisors are invested in preparing trainees who have both the knowledge base and the skills to practice effectively” (Kindsvatter & Desmond, 2013, p. 212). Since supervisors have the power to influence their supervisees clinically, professionally, and socially, they must provide an example for cultural sensitivity and establish a framework for future supervisors. The supervisors may use guided reflection for themselves to hyper-analyze their interactions with their supervisees in order to improve the supervisory process (Levy et al., 2009).

In addition to the aforementioned benefits of a culturally sensitive supervisor, the supervisee may see increased cognitive development as the result of a positive relationship. According to Kindsvatter and Desmond (2013), supervisees who are better trained and supervised with guidance display higher levels of cognitive complexity. Taylor, Hernandez, Deri, Rankin, and Siegel (2006) argued the supervision process must continue to develop through diversity initiatives. The authors made several additional recommendations, as they believed that social location impacted the supervisory process. Taylor et al. (2006) believed that there was a need to mentor the next generation of therapists. The supervisee is meant to be able to utilize the learned skills within the supervision process and apply it to their clinical skills (Winstanley, 2003). In order for multicultural issues and cultural diversity to improve within the supervisory process, it is necessary to research potential changes in trends within diverse populations. According to ASHA (2009), the speech-language pathology field continues to diversify; and therefore, this change should be reflected within the supervisory process.

Unfortunately, the supervisory process continues to lack sensitivity to cultural diversity, multicultural issues, and gender bias (Nilsson & Duan, 2007). According to Nilsson and Duan (2007) “the cultural backgrounds of both supervisors and supervisees can influence the content, process, and outcome of supervision” as they play significant roles in the supervisees’ training (p. 219). According to Nilsson and Duan (2007), among cross-cultural interactions in the past, there was a presence of unspoken White privilege in cross cultural interactions that may have directly influenced the supervisory process. In addressing cultural diversity and differences within the supervisory process, it is necessary to address any supervisory incompatibility in order to increase a successful supervisory process between supervisors and their supervisees. According to Kissil, Davey, and Davey (2014), “supervisors’ multicultural competence is important... [and] refers to a supervisor’s ability to help the supervisee develop more self-awareness and knowledge about multicultural factors and the translation of these into multicultural clinical skills” (p. 187).

Hein, Lawsons, and Rodriquez (2013) stated that supervisee compatibility can be “viewed as critical to the effective functioning of supervision” (p. 261). A high level of compatibility between the supervisor and supervisee can result in increased openness, authenticity, and trust between the two parties. Moreover, supervisory feedback has a positive effect on shaping the supervisee within the supervisory process (Hein et al., 2013). When supervisory incompatibility exists, there can be a decrease in learning and difficulty with giving and receiving feedback from their supervisors (Hein et al., 2013). The supervisory process can be affected by various factors. Hein et al. (2013) postulated

that supervisee incompatibility can reduce the general productivity and pace of the supervisory process; incompatibility may even impede the growth of the supervisee's training and therapy techniques within the therapy sessions.

Cultural Differences

Despite the growth of racial and ethnic minorities in the United States, supervisors have not considered cultural sensitivity as part of their supervisory process. Cultural differences need to be understood and respected in order to be addressed within the supervisory process (Nilsson & Anderson, 2004). It is important to consider that the cultural differences of both the supervisee and the supervisor can influence the process, content, and outcome of supervision (Nilsson & Duan, 2007). Although it is understood that supervision plays a pertinent role in clinical training, very little is known about “how cross-racial supervisory relationships influence U.S. racial and ethnic minority students' training experiences” (Nilsson & Duan, 2007, p. 219). In the area of supervision, cultural diversity and multicultural issues are necessary components that must be considered in the supervisory process (Stockman et al., 2008). The nature of cultural diversity means that no two supervisory relationships are the same because of human experience.

The foundational aspect of human experience is culture. According to Stockman, Boulton, and Robinson (2004) “all communication interactions are inherently cultural experiences, and that culture can influence human experience (physical-biological, mental, social, linguistic, emotional)” (p. 3). Cultural diversity and multicultural concerns are created based upon the supervisor's lack of understanding of tradition; upbringing; race; religion, beliefs, and values; language exposure; environment; and social

experiences of their supervisees. Shared experiences aid in creating an understanding between two people who have had that joined experience; therefore, their relationship will be reinforced by that commonality (Stockman et al., 2004). In contrast, two people with varying cultural experiences will be less able to understand where the other is coming from within a working relationship, such as an SLP and his or her trainee.

For successful supervision to occur, cultural variables should be considered with respect to supervisors and supervisees. Gatmon et al. (2001) stated that cultural diversity variables such as race, religion, culture and background in supervision can be an “influence on supervisory satisfaction and working alliance” when supervisors “initiated discussions of cultural variables” (p. 102). The authors recognized that the supervisory process may benefit from acknowledging and addressing the culturally diverse changes of the population and considering the influence of the multicultural issues that may present themselves (Gatmon et al., 2001).

Gatmon et al. (2001) presented a case for increased cultural diversity training in the SLP supervisory process because of the rising number of racial and ethnic minorities in the country. According to the most recent United States Census Bureau (2010), out of the 300 million people living in the United States, more than 37 million (12%) are foreign-born. With one-eighth of the population foreign-born, supervisors will likely supervise students from diverse backgrounds; there is a concern that supervisors may not be culturally sensitive to their supervisees (Gatmon et al., 2001). Thus, the argument for the need for cultural diversity training for SLP supervisors continues. According to the United States Census Bureau, there is a substantial demographic shift occurring both

nationally and in the SLP field in which women and minorities will comprise the majority of degree seeking students. Moore (2009) confirmed that these minority supervisees will most likely have a White supervisor. This cross cultural relationship can have positive and negative effects on both parties. In the SLP field supervisory training is adequate, but there is a documented need for more exact training on the subject of cultural diversity for SLP supervisors in graduate programs.

Growth in Cultural Differences

Cultural diversity and multicultural issues are factors that must be addressed in the SLP field. According to the United States Census Bureau (2012) resident population projections from 2010-2050, there will be more women and minorities enrolled in degree granting institutions than their White counterparts. At present, there are more female students than male students enrolled in colleges and universities, and minorities presently make up half of that population (U.S. Census Bureau, 2012). These population numbers will only continue to rise as demographics in the United States continue to change.

The population growth in the United States continues to increase, not only because of increased birth rates but also due to the continued global migration that occurs annually. As people from various cultural backgrounds migrate to the United States, the influence of cultural diversity continues to be prevalent. According to Moore (2009), due to the continued growth of various cultures, “racial and cultural similarities and/or differences may impact the supervisor and supervisee relationship” (p. 1). The impact of cultural diversity needs to be explored when addressing the supervisory process.

As of 2010, “ASHA’s data base, of the 128,949 speech-language pathologist members and affiliates, 6,127 identified themselves as belonging to a race other than White” and the number continues to grow every year (Moore, 2009, p. 2). This information provides further evidence that there is higher probability that non-White and non-Hispanic SLPs will be supervised by a White SLP. In looking at cultural diversity within the supervisory process, it is imperative to address the positive and negative implications of a cross cultural supervisory scenario. In most supervisee and supervisor situations, there is generally a sense of trust and support. Additionally, supervisees are continuing to improve their clinical skills, which can be considered a positive effect of the supervisory process. However, in looking at cultural diversity within the supervisory process, there are implications that a negative effect of cross-cultural supervision can negatively impact a supervisee within the supervisory process. Moore (2009) postulated that “supervisees did not sense that supervisors had the same level of regard for them;” moreover, “supervisors postulated that their supervisees were less willing to divulge information about themselves” than previously reported by the supervisees (p. 3). These different points of view can be due to the cross-cultural differences between the supervisee and supervisor.

Racism

Several culturally diverse populations have experienced negative outcomes as a result of the limited cultural sensitivity that presently exists within the supervisory process overall. African-American students comprise the largest increase in doctoral studies among other ethnic minority groups and are affected by how minimally race is

addressed within the supervisory process, as this group sees the highest rate of attrition in graduate and doctoral programs (Barker, 2011). African-American students attributed their sense of isolation to a belief that they did not relate to their non minority supervisors and that they had to outperform their White counterparts in their coursework, which created a sense of academic vulnerability (Barker, 2011).

Students

Supervision requires a clear understanding of the supervisory process from the perspective of the supervisee and supervisor. As graduate students are the supervisees, they may have concerns about race within the supervisory process that may be considered a sensitive topic of discussion. Barker (2011) discussed how race was minimally addressed within the supervisory process because it was considered a taboo topic. However, Barker postulated how race was a direct influence on the outcome for those doctoral students. Additionally, how other diversity challenges have presented themselves in the past decade and how relate to religion, other races and gender continues to affect the supervisory process in present day (Barker, 2011).

Lastly, Barker (2011) stated that “Black students in the United States have unique experiences that differ from other students of color and White students” (p. 389). These experiences are typically the same throughout all higher education opportunities. Specifically, Black students experience a greater sense of racial discrimination than their Latino and White counterparts. Barker (2011) further postulated that Black students in higher education have a sense of social estrangement and socio-cultural alienation that make them feel undervalued and under-appreciated. Additionally, these students have

also expressed that they feel a sense of greater discrimination at predominantly White institutions. Furthermore, Yabusaki (2010) affirmed that “supervisees were afraid to discuss color and race in a ‘White’ environment” (p. 55). This fear was said to be rooted in having the perception of being seen as an excuse for the student’s subpar performance or a defense solely based on race. Yabusaki further asserted that fear is often a factor that can impede cultural sensitivity and discussion. In order to improve these perceptions, supervisors should consider these findings.

Education

Graduate school programs should be prescient to the changes of race and race relations within supervision. Race and the supervisory process must be a factor within supervision (Nilsson & Duan, 2007). For example, students, in general, are reluctant to speak to their supervisors whenever there is a problem. If race is also factored in, the hesitation rises to a level that becomes a hindrance for the student. Nilsson and Duan (2007) stated that “ethnic minority supervisees working with White supervisors may feel even more hesitant in raising such questions because of the dynamic associated with power and oppression” (p. 220). This is an additional consideration that is usually not considered within the supervisory process.

If a student is too hesitant to discuss pertinent information with his or her supervisor, then clinical skills and ability will be highly questionable going forward. Supervisors who are aware of these issues would be better prepared to discuss topics such as hesitation with their supervisees of culturally diverse backgrounds. Additionally, Nilsson and Duan (2007) postulated that in order for the concerns of racial and ethnic

minority supervisees to improve, it is imperative to understand the underlying perceived prejudice within the supervisory process. According to Nilsson and Duan (2007), “White privilege is present and unspoken in all cross-cultural interactions” and this dynamic presents itself as a systematic disadvantage for Black students (p. 219). While there is already a power differential within the supervisory process, the racial aspect compounds the power gap within the supervisory relationship, which in turn may leave some supervisees vulnerable in their “efforts to meet their supervisor’s expectations” (Nilsson & Duan, 2007, p. 220). Additionally, race may continue to play a role in how the supervisee feels that they are perceived by their supervisor. As there continues to be an increase of cross-cultural supervision, supervisory practices need to reflect these changes.

Perceptions and Reflections

Perceptions are based on previous experiences. For example, Acker (2011) argued that people remain who they are in relation to their race, gender, and class when they participate in the supervisory process. Furthermore, Acker (2011) stated that a person’s background, gender, cultural experiences, histories, social and national locations remain part of the supervisor’s makeup and this may affect the dynamic of the overall supervisory process. All of those components need to be considered when a supervisor works with any given supervisee.

In addition, the perception of power can be a factor in supervision. According to Liu and Pope-Davis (2003), “power sets the foundation that determines who and what will be recognized and legitimated” (p. 91). Within the supervisory process, power may be perceived as the supervisor providing constructive feedback to his or her supervisees,

as the feedback is meant to guide the supervisee. As multiculturalism and diversity continue to grow, so does the perception of power (Nilsson & Duan, 2007). For example, without a clear understanding of power, misunderstandings can occur. Supervisees may consider supervisors of one race or sex to have more power than another supervisor of another race or sex. Perceptions such as these are ever-changing. Liu and Pope-Davis (2003) postulated that multiculturalism and power need to be in unity with changing those perceptions. Lastly, multicultural issues need to be discussed and infused within the supervisory process.

Gender

Gender is also a factor that must be considered within the supervisory process. Despite the change in demographics within graduate student programs, there is still a shortage of male supervisors in the speech-language pathology field. As minority students are not equally supervised with a consideration of their cultural diversity as a factor, so is there a disparity of males within the SLP field. In a 2002-2012 comparison ASHA end-of-year survey, Rowden-Racette (2013) found that in 2002 only 4.7% of SLPs who hold the ASHA Certificate of Clinical Competence (CCC) and 3.1% of school-based SLPs are male. These numbers decreased over the course of the survey; by 2012, only 3.8% of those who held the ASHA CCC and 2.5% of school-based SLPs were male (Rowden-Racette, 2013). Furthermore, Rowden-Racette (2013) postulated that ASHA continues to struggle with the consistently low number of males in the field of speech-language pathology. This trend seems to be directly linked to salary, opportunities for advancements, finding employment, and limited opportunity for growth for working male

professionals (Maier, 2013). Maier (2013) further attested to the disparity between male and females in graduate programs. Specifically, Maier (2013) stated that “men seem to have awareness and knowledge of many other related services... but no inkling of what speech-language pathologists might do” (p. 2). Although there is a minimal male presence within the SLP field, it is necessary to consider the role of gender within the supervisory process. Each supervisee should be considered based on their individual needs within the supervisory process.

Gender differences play a role in supervision. For example, if the supervisor is female and the supervisee is male, gender may not play a factor. However, in reverse, if the supervisor is a male and the supervisee is a female, the power ratio is mildly more aggressive. Female supervisees may be more hesitant to share their concerns or questions with their male supervisors (Rowden-Racette, 2013). This trend is observed in female supervisees displaying limited feedback in their interactions with their male supervisors (Rowden-Racette, 2013). In all, the supervisory process should consider gender matching if it is an option.

Gender matching would indicate that male supervisees would benefit from having a male supervisor and vice versa for female supervisees and supervisors. Supervision should be considered a developmental process in which “supervisees have different needs at different developmental levels” (Jordan, 2006, p. 44). Moreover, Jordan (2006) postulated that gender matching was more relevant when “dealing with potential supervisee gender issues (e.g., gender identity issues, difficulty relating to others of the same or opposite gender)” (p. 48). Additionally, addressing gender as a component

within the supervisory process aids in providing feedback that is more relevant to the supervisee as well as promotes a learning environment that includes patience and understanding. Some supervisees do prefer the same sex gendered supervisor in a supervisory setting. Those needs must be considered when developing a supervisory relationship.

Gender and cultural differences continue to affect clinical supervision. Another consideration of gender differences would be in the Lesbian, Gay, Bisexual and Transgendered (LGBT) community; the supervisory process can be approached in an affirmative or nonaffirmative manner. As the increase of LGBT community is becoming more prevalent and open, so do the expectations of the supervisee from that community. Supervision is another potential avenue through which supervisors may receive cultural diversity training that includes LGBT concerns (Burkard, Knox, Hess, & Schultz, 2009). Some supervisees who are LGBT have stated that they have experienced inadvertent bias to their sexual orientation. According to Burkard et al. (2009), supervisees “reported bias expressed by practicum supervisors included pathologizing, stereotyping, ridiculing, and speaking of “curing” lesbians, gays or homosexuality” within the supervisory process (p. 177). These findings highlight the insensitivity that the LGBT supervisees may be experiencing when working with their supervisors and what effects these experiences may have on their clinical training. Burkard et al. (2009) found that if a supervisor affirmed the needs of their LGBT supervisees by being compassionate and sensitive to their cultural differences, the supervisee felt that the supervisory process was a positive experience that deepened the relationship between the supervisee and their supervisor.

Moreover, when the supervisor affirmed the LGBT supervisee as they worked with clients, the LGBT supervisee was found to be more confident and felt that the supervisor was more sensitive to the clinical issues (Burkard et al., 2009). Factors such as these continue to exemplify the need for cultural sensitivity towards diversity within the supervisory process.

Region and Dialect

Population: Foreign born and Americans with a second language. Speech-language pathologists recognize that cultural competence is necessary within the supervisory process as cultural views affect supervision. Supervisors should consider their own cultural views as they mentor supervisees. Supervisors should “model respectful verbal and nonverbal language and interactions in order to create a safe training context that promotes counseling self-efficacy among clinicians” (Kissil et al., 2014, p. 186).

In understanding their own cultural views, the supervisors should have a better understanding of their supervisory style, supervisory working alliances, and how to better foster their supervisory relationships. According to Moxley and Polovoy (2009), the United States experienced the largest recorded population growth between 1990 and 2000. There was an increase in population by “more than 18% of the American population over the age of 5 that speaks a language other than English in the home” (Moxley & Polovoy, 2009, p. 24). Moreover, Moxley and Polovoy found more than 12% of the United States population is bilingual, and that number is projected to increase. Therefore, foreign born people who become permanent residents will have cultural and

linguistic differences that could impact the supervisory process. Moreover, second-generation Americans who speak a foreign language are also impacted by cultural and linguistic differences due to their familial exposure. Cultural sensitivity training will need to be included within the supervisory process as cross-cultural clinical encounters are bound to take place. Little information is given to supervisors who supervise foreign-born supervisees.

With the use of U.S. Census Bureau statistical information, it is possible to infer there is a significant increase in foreign-born graduate students who will be practicing in the United States. With that said, supervisors will be working with a heightened number of foreign-born supervisees, but will have minimal training in cultural competence to best serve their supervisory needs. According to Kissil et al. (2014), “supervisors’ multicultural competence is important [and] refers to a supervisor’s ability to help the supervisee develop more self-awareness and knowledge about multicultural factors and the translation of these into multicultural clinical skills” (p. 187). Moreover, if a supervisor’s multicultural competence level is high, that can significantly increase the supervisee’s experience with that supervisor.

Within supervision, accents may be a factor that may affect the supervisory process. According to Levy and Crowley (2012), SLP students with accents can often be treated differently than their peers with no accent. Levy and Crowley conducted a study to ascertain how SLP students in training are affected by their accent differences. SLP students with accents are often asked to participate in accent modification programs before they can begin providing therapy to clients who are English-only speakers. This

may be the case because their accents are often interpreted to mean that their intelligibility is questionable and unreliable in therapy. In looking at ASHA's (2008) technical report, the efficacies of accented SLPs are addressed. According to the aforementioned technical report (ASHA, 2008), SLPs continued to provide accurate diagnoses and effective treatment with an accent, as compared to their SLP colleagues without an accent. Additionally, in ASHA's 2004 Knowledge and Skills report, it does state that one of the "roles of the SLP is to be sensitive to linguistic and cultural differences affecting services" (Levy & Crowley, 2012, p. 47). However, foreign-born graduates are not discussed within this report; these graduates may experience issues with cultural differences or a lack of sensitivity within the SLP program. Cultural diversity is not limited to race, gender, sex, or religion, but must also include language differences and accents.

Generational Differences

Graduate students are becoming supervisors at a faster rate than before. Former students become supervisors within two years of graduation. Additionally, the age gap between supervisor and supervisee is becoming closer over time. Levy et al. (2009) postulated that this can create a blur in the supervisor and supervisee relationship as supervisees might feel it is difficult to communicate with a supervisor who is further apart generationally or too closely related generationally. In addition, "supervisors would rate their clinical skills more favorably than students, and that older, more mature students would be more critical of their supervisory skills than younger students" (Levy et al., 2009, p. 12). This discrepancy in supervisee feedback could challenge the overall

process in supervision in respect to how the supervision would be received by the supervisee. The age discrepancies in supervision do play a role within the supervisory process. In order to understand the generational differences, it is imperative to understand what a generational gap is.

Addressing the differences of perspectives from one generation to another is key to continued supervisory evolution. McCready (2011) stated that a generational gap is “the differences in customs, attitudes and beliefs between two generations, but especially between youths and adults” (p. 14). Durant-Jones and Kwiatkowski (2011) postulated that “conflicting expectations, attitudes, and behaviors can impact how supervisors and supervisees” interact with each other (p. 71).

Professionalism, expectations and overall supervision results can be impacted by these generational differences. McCready (2011) stated that generational disparities have become more relevant and involved because of the societal changes that have occurred in the past 60 years.

There are four generations to consider when generational gaps are discussed. According to McCready (2011), the Traditionalists are people born anywhere between 1900 and 1945, the Baby Boomers were born between 1946-1964, Generation X were born from 1965-1980, and the Millennials are those born from 1981 to 1999. If there are multiple generations represented during the supervisory process, the possibility that misunderstandings, assumptions, and unspoken attitudes increases (McCready, 2011). Experiences differ depending on the varying generations and may impact how a person relates to others based on their generational experiences (McCready, 2007). If a therapy

session is viewed by two different people of two variant generations, their perspectives might be very different. Additionally, their approach to that situation will be relevant to their generational experiences.

In order to improve the overall process of supervision, it is necessary for supervisors to be cognizant and diligent in their attempt to bridge the gap between these disparities within generational experiences. Discussions are necessary for clarification and the acknowledgement that generational gaps are relevant and need to be considered within the supervisory process. McCready (2007) stated that “increased knowledge and understanding of defining events and values of the generational cohorts whose members may be clients or students need to be appreciated for their strengths” (p. 8).

Acknowledgement of change within the supervisory process is the beginning step in infusing growth within supervision.

Cultural Diversity Training

Within the supervisory process, there are other variables, aside from race, religion, dialect, gender, sexuality, and age that need to be considered. Since clinical supervision can be one of the most important experiences an SLP training, it is necessary to understand supervision. Since diversity is ever changing and increasing, it is imperative to assess if diversity training is infused within the supervisory process. Falender and Shafranske (2004) stated that “diversity was one of the most neglected areas in supervision training” (p. 115). Yabusaki (2010) postulated that a need for multicultural supervision should be considered a necessity for supervisors. Furthermore, Yabuksaki

(2010) stated that in order for multicultural supervision to improve, it is necessary to understand the power differential between the supervisee and the supervisor.

Supervisors can increase their understanding of cultural variables by first learning and understanding their own cultural influences. In Yabusaki's (2010) findings, many supervisors "felt inadequately trained on diversity issues" (p. 55). Additionally, there is limited empirical evidence to support the models of ethnic and cross-cultural training. Minimal exploration of personal cultural biases and prejudices may impede the supervisory process. Burkard et al. (2006) believed that training to provide cross-ethnic or racial supervisory feedback could be difficult and uncomfortable to provide, especially when the supervisor has not previously addressed beliefs, attitudes, stereotypes, values, or biases with their supervisee. If the feedback is provided with a clear understanding of cultural differences, the supervisee may view the supervisor as sensitive to their cultural needs. If the supervisor addressed cultural diversity within the supervisory process from the beginning, the supervisee would be more understanding of the negative feedback as it related to their clinical skills. Therefore, cultural diversity training would be useful in training supervisors to provide the best approaches to addressing cultural diversity with their supervisees within supervision.

Green and Dekkers (2010) also attest to the need to increase diversity training within supervision. They state that in order for cultural diversity to be infused within the supervisory process, it is imperative that there be a true level of commitment from the supervisor. Discussions between the supervisor and supervisee should include the topics of: power balance, openness about various cultures, diversity, and other general

differences. Lastly, training would be needed to demonstrate what that conversation would look like within a supervisory meeting. In order for this unfiltered conversation to take place, it would be necessary for the supervisor to be culturally sensitive to their supervisees to have a natural and homogeneous discussion. According to Green and Dekkers (2010), the conclusion that had a positive impact on cultural diversity within supervision was the fact that diversity through curriculum aided in making the supervisory process more relevant to cultural diversity. Moreover, the responsibility of the supervisor is to facilitate conversations about cultural diversity within the supervisory process, as it is always relevant.

Inman (2006) stated that competency guidelines may need to include cultural diversity and multicultural aspects within the training of supervisor. Inman (2006) asserts that “the supervisor is required to not only be culturally sensitive and address multicultural issues within the supervisor-supervisee relationship, but also to teach the supervisee multicultural competences in working with and conceptualizing the client” (p. 75). Furthermore, if supervisors do not have the basic understanding of multiculturalism and cultural diversity, they may make assumptions about values and attitudes regarding their supervisees that may impede supervision. Ignoring cultural diversity and multiculturalism should never be an option within supervision, as all supervision is considered to be multicultural (Inman, 2006).

From the supervisee’s perspective, a culturally competent supervisor is somewhat of an anomaly. Although multicultural competency is clearly necessary within supervision, there is a gap in the literature regarding how multicultural issues are

addressed within the supervisory process. Ancis and Marshall (2010) postulated that supervisors who attend to cultural variables in supervision may increase multicultural awareness with the supervisees that they train. Additionally, supervisees perceived supervisors who were culturally competent as genuine, open, nonjudgmental, patient, understanding and supportive (Ancis & Marshall, 2010). Supervisees who see their supervisors exhibit interest in their clients' cultural backgrounds may be more sensitive to their future clients' needs and would improve their therapeutic approach and performance. Respectively, the supervisors without cultural diversity training are found to be close-minded and set in their ways.

In order to address the lack in cultural diversity training in the field of psychology, Falender, Burnes, and Ellis (2013) researched "competency-based clinical supervision to showcase diversity of methodologically sound empirical approaches to study effective supervision, including multiculturally competent supervision and comparative perspectives on supervision cross-culturally" (p. 8). Falender et al. (2013) concluded that in order to promote supervision further, cultural diversity training must be included. Competency based supervision should make multicultural competence a priority. By doing so, supervision would be more effective for the supervisee in understanding cultural differences within themselves and this would make them a more effective clinician for their patients this should apply to the field of speech -language pathology as well. As stated previously, supervisors need to continue to grow and expand their supervisory skills to address these ever growing variables. Unfortunately, that is

often not the case; cultural variables are left unexplored, which may be harmful to the overall supervisory process.

In looking at cultural variables, it is necessary to first look at multiculturalism. Gatmon et al. (2001) stated that multiculturalism can radically affect the way a supervisor conceptualizes and approaches a supervisee. The awareness of gender, racial, ethnic, and sexual orientation differences have been “cited as an important element of the therapeutic relationship” (p. 102). Additionally, Gatmon et al. (2001) postulated that “although supervision literature has recognized the importance of cultural variables in the supervisory relationship, most of the multicultural supervision literature has been theoretical” (p. 102). In order for the supervisory theory to become a reality, it is imperative that cultural variables be included within the supervisory process. The need to explore diversity within the supervisory process is necessary at the inception of the supervisor and supervisee relationship.

Supervision is meant to continuously evolve as new supervisory styles and concerns become more apparent. D’Andrea, Daniels, and Heck (1991) stated that the changing demographics in the United States may present many new challenges as there is a lack of counseling and training. With the increased need to address these cultural trends, training within the supervisory process should be considered. Adams (2009) stated that a successful supervisory relationship should include a level of safety, comfort, and understanding. In multicultural supervision, there needs to be open communication in order for the supervisor and supervisee to honestly and openly discuss multicultural issues. Adams (2009) postulated that the supervisor’s function and interpersonal roles can

often parallel the therapists providing therapy. Moreover, since the therapist is often a participating observer in supervision, it is necessary to consider that collaborative exploration and supervision issues that can occur within that interpersonal connection (Adams, 2009). With that said, it is generally useful for the supervisor to demonstrate to their supervisee his or her willingness to explore multicultural issues as they arise in the supervisory process. In the training process, it is necessary for the supervisor and supervisee to acknowledge cross-cultural transference. Adams (2009) affirmed that cross-cultural transference is considered failures in understanding the various dynamics of multicultural differences, instead a person infers his or her own views and perceptions of other cultures. The supervisory process will need to incorporate the possibility of cross cultural transference in order to improve overall supervision.

Additionally, Grant and Manathunga (2011) asserted that “specific forms of relation figured by cultural difference in particular places raise disparate concerns and pleasures for supervisors and students, along with varying possibilities for the emergence of new, unforeseen academic subjectivities and knowledge formations” (p. 354). As cultural diversity trends and cultural backgrounds rise, so does the increased need to infuse cultural diversity within the supervisory process. The prevalence to infuse cultural diversity is still rare within supervision. Grant and Manathunga (2011) stated that “many supervisors feel that they have been given inadequate guidance in supervising effectively across cultures” and therefore feel that they may be “ineffectively providing a global environment of supervision” (p. 367). As supervision is already a challenging process, the infusion of cultural diversity would require a secondary level of training to evenly

include multiculturalism. As the supervisory process embraces the need and usefulness of cultural diversity, so will the increase in how supervisors identify with their supervisees. Grant and Manathunga (2011) believed that if supervisors engage in understanding their culturally diverse supervisees, their identities would also “shift as part of that engagement” (p. 369). With cultural diversity training, supervisors would improve the overall quality of supervision that they provide, especially since the lack of uniform guidelines can make the supervision process ambiguous. The perspective of the supervisee within the supervisory process needs to be viewed as an individual, inclusive of culture, race, religion, and belief. Without these considerations, supervisors will lack a key component needed within the supervisory process.

Supervision is more complex than most would think. Often, it is perceived as a supervisee simply learning and observing the supervisor. However, this does not take the entire scenario into consideration. Supervisees can often be more susceptible to their supervisor’s opinions (Barker, 2011). Moreover, comments made by supervisors can begin to shape the opinions of their supervisees. Barker (2011) stated that supervisors should be cognizant of the rhetoric they use when working with supervisees of different races and religions. Additionally, if supervisors who are “more aware of these racial nuances may be better equipped with ways to address their student’s feelings” in conversations regarding race, culture, or religion (Barker, 2011, p. 394). It is important for the supervisor to attempt to instill confidence within the supervisee, so they are not undervalued because of their cultural differences.

As supervision should continue to evolve, so should cultural diversity training within the supervisory process. Grant and Manathunga (2011) postulated that “we do not leave our identities as raced, classed and gendered bodies outside the door when we engage in supervision” (p. 416). With that said, it is clear that race and culture are meant to be part of supervision. Acker (2011) argued if cultural diversity is not included within the supervisory training process, there would be a continued interruption in the homogeneity in supervision.

Theoretical Framework

Bronfenbrenner’s (1994) ecological systems theory was the theoretical framework for this study. Bronfenbrenner (1994) stated that different environments such as context, culture, and history affect an individual’s perception of the world. It is this environment that will shape a person’s attitudes towards others (Darling, 2007). Individual’s personal experiences, such as their social, religious, and cultural experiences, do affect how they perceive others (Acker, 2011). Since the ecological systems theory addresses how a person’s environment, culture, and history can affect his/her perception of the world around them, the theoretical framework of Bronfenbrenner’s ecological systems theory applied to the examination of cultural differences as it relates to the supervisory process.

Research Questions

The following research questions were established to guide this study.

R1: To what extent does managing cultural differences in SLPs differ between non-minority and minority supervisors?

H₀: There is no statistical difference when managing cultural differences in SLPs between non-minority and minority supervisors.

H₁: There is statistical difference when managing cultural differences in SLPs between non-minority and minority supervisors.

R2: What is the relationship between race and supervisory perceptions of cultural diversity among SLPs?

H₀₂: There is no relationship between race and supervisory perceptions of cultural diversity among SLPs.

H_{2a}: There is a relationship between race and supervisory perceptions of cultural diversity among SLPs.

R3: To what extent does the lack of knowledge about cultural or racial differences impact the relationship between SLPs and their supervisees?

H₀₃: Lack of knowledge about cultural or racial differences does not impact the relationship between SLPs and their supervisees.

H_{03a}: Lack of knowledge about cultural or racial differences does impact the relationship between SLPs and their supervisees.

R4: To what extent do biased thoughts or behaviors impact the relationship between the SLPs and their supervisee?

H₀₄: Biased thoughts or behaviors do not impact the relationship between an SLP and their supervisee.

H_{04a}: Biased thoughts or behaviors do impact the relationship between SLPs and their supervisees.

Chapter 3: Methodology

Introduction

The purpose of the study was to examine the effects of cultural diversity training within the supervisory process for qualified speech-language pathologists. The results of this quantitative study will contribute to the knowledge base regarding cultural diversity and supervisory training of graduate student clinicians in the field of Speech-Language Pathology. The information obtained from this study may be beneficial for clinical supervisors who supervise graduate student clinicians in master's level speech-language pathology programs from culturally diverse backgrounds.

Bronfenbrenner's (1994) ecological systems theory was the theoretical framework for this study. The aspects of the ecological systems theory focused on a person's experiences, which affect their own perceptions of their environment. Darling (2007) postulated that the ecological systems theory can be utilized to shape the attitude towards others in regards to context, history, and culture. Using the theoretical framework, the purpose of this study was to examine whether cultural differences can impact the supervisory process.

Participants

The participants were 189 supervisors in the area of Speech-Language Pathology that provided supervision to graduate students in a master's program. These participants were recruited via email from a list of supervisors. The population included 324 National Black Association of Speech-Language Hearing (NBASLH) members, 1,395 affiliates of the American Speech-Language-Hearing Association's (ASHA) Special Interest Group,

11 (supervision) of supervisors and administrators, and 2,619 supervisors from CALIPSO an SLP database. This population was chosen because they are representative of supervisors of graduate students within the United States and are members of various cultures. The participants of this study were SLPs of both genders, aged 27 to 75 years old, with at least five years of experience as an SLP. The participants had a master's degree in speech and language pathology. The participants also had a Certificate of Clinical Competence (CCC) in speech pathology and had supervisory experience with graduate student clinicians. This certification was important as it demonstrated proficiency and competency in the field. Although the problem of the study was to examine the need for SLP supervisors to understand if knowledge of diversity impacts program success as supervisors interact with a wide diversity of graduate students, it was necessary to collect data from internal and external participants for analysis and discussion from a local and national perspective.

Instruments

The study was accessible to the participants in an online format through SurveyMonkey. SurveyMonkey (2012) is an online portal used to easily disseminate surveys and collect data. SurveyMonkey is a secured website that is utilized to create and send surveys to targeted audiences. They provide help, advice, and support with decision making and data collection (SurveyMonkey, 2015). Using SurveyMonkey allowed easy distribution of the Concerns about Counseling Racial Minority Clients (CCRMC) survey (see Appendix) and provided participants with the flexibility of time and comfort when taking at their time of choosing. The survey included demographic information regarding

the participants' age, sex, supervisory experience, and if they have previously participated in any cultural diversity training. The participants were asked to complete the survey, which took no more than 15 to 20 minutes of their time.

The researcher utilized the scale tested in the "Concerns about Counseling Racial Minority Clients" (Wei, Chao, Tsai, & Botello-Zamarron, 2012) which was modified to address supervisors instead of clients. According to Wei et al. (2012), this survey "was to develop and validate the Concerns about Counseling Racial Minority Clients (CCRMC) scale among counselor trainees" (p. 107). On July 17, 2015, permission to use and modify the CCRMC was granted by Wei et al. (2012). The modified survey addressed a different population; however, the focus on the modified study was utilized to address the four areas of concern which were: (a) Managing Cultural Differences; (b) Damaging the Supervisory Relationship (c) Biased Thoughts and Behaviors, and (d) Supervisee's Perceptions.

Wei et al. (2012) stated that "the managing cultural differences [section] focuses on tapping into the concerns about managing cross-cultural differences" (p. 110). The following section titled "offending or hurting clients" was modified to "damaging the supervisory relationship." The section titled "the concerns about offending or hurting" (Wei et al., 2012, p. 110) addressed how cultural insensitivity can hurt the overall supervisory relationship between the supervisor and the supervisee. For the "client perception" section, it was renamed "supervisee's perception," as it focused on the supervisors' concerns about their supervisees' perceptions of them or their cultural background.

Validity and Reliability

Validity. To determine the validity of the study, Wei et al. (2012) used two samples, and found that the validity evidence showed no difference between non-minority and minority graduate trainees. To assess validity, the researcher compared the new measure of concerns about counseling racial minority clients with theoretically related concepts (i.e., fear of negative evaluation, general counseling self-efficacy, and multicultural intervention self-efficacy) and a non-related concept (i.e., multicultural social desirability).

The CCRMC was broken up into four subscales. Wei et al. (2012), found small to moderate correlations in regard to negative evaluation from others (r_s .19 - .40). Respondents who had greater concerns about counseling racial minority clients also had a “greater fear of negative evaluation from others” (Wei et al., 2012, p. 114). Wei et al. (2012) also found moderate to large negative relationships in regards to general counseling self-efficacy (with an r_s of -.30 to -.46) and multicultural intervention self-efficacy (r_s of -.30 to -.64).

According to Wei et al., (2012), there were reported concerns regarding how trainees saw themselves as having low self-efficacy for their general counseling skills and multicultural interventions. In regards to the subscales of Biased Thoughts and Behavior, and Client Perceptions, while the results were significant, the correlations were not as distinct as the other subscales. Despite this lack of distinction, “all of these results support the validity of the CCRMC and its subscales” (Wei et al., 2012, p. 114).

Reliability. According to Wei et al. (2012), although the CCRMC survey is short, reliability was tested over two samples and determined to be high. The participants in Sample 1 ($n = 256$) were used to estimate the reliability of the survey. The results indicated that adequate reliability for the CCRMC (.90, with a 95% *CI* [.88, .92]) and its four subscales: Managing Cultural Differences (.82, with a 95% *CI* [.78, .86]), Offending or Hurting Clients (.87, with a 95% *CI* [.84, .89]), Biased Thoughts and Behaviors (.81, with a 95% *CI* [.77, .85]), and Client Perceptions (.77, with a 95% *CI* [.72, .85]; Wei et al., p. 113).

In order to retest the test for the version utilized in the study by Wei et al. (2012), the second sample was collected to estimate and test the retest reliability for the study's final version of the CCRMC. The reliabilities ranged from .75 to .96. The sample participants of the retest were comprised of 24 graduate students who were enrolled in a counseling program. Of the 24 graduate students, 13 (54%) were male, and 11 (46%) were female. The sample included multiple races which were determined to be "75% European Americans, 17% Latino Americans, 4% African-Americans, and 4% indicated "other." (Wei et al., 2012, p. 113). The results of the retest add to the reliability of the CCRMC survey.

Research Design

The researcher utilized a quantitative cross-sectional survey design by using a group comparison with a causal comparative analysis. According to Creswell (2013), a cross-sectional design study is utilized for a researcher to "collect data at one point in time such as current attitudes and practices" (p. 389). Collecting this information

provided the empirical data of the frequency and impact of the cultural sensitivity and knowledge displayed by supervisors toward their supervisees from culturally different backgrounds. The survey yielded mean scores for each of the four categories. The mean scores determined the differences between the four categories.

This design method is best for the study, because “the design has the advantage of measuring current attitudes or practices” regarding cultural differences (Creswell, 2013, p. 389). A quantitative study requires asking specific questions, collecting the data, analyzing the data, and then objectively examining the data (Creswell, 2013). In this study, the participant’s beliefs and attitudes toward working with supervisees from culturally different backgrounds were analyzed.

Procedures

Approval for the study was obtained from the university’s Institutional Review Board (IRB). Following approval, the randomly assigned clinical supervisors who met the inclusionary requirements were invited to participate in the cross-sectional survey. Email addresses of the invited participants were obtained from 324 SLPs from the NBASLH database, 1,395 SIG 11 database of SLP supervisors and 2,619 supervisors from the CALIPSO SLP database. The sample population consisted of 353 participants, as determined by the *Raosoft* sample size calculator. The participants were recruited and obtained by convenience sampling.

Participants were e-mailed a letter inviting them to participate in the survey. The invitation contained a brief outline stating the purpose and duration of the study. A consent form was the first part of the survey, and respondents were asked to “opt in”

before completing the rest of the survey. The participants received instructions in the introductory recruitment letter on how to access SurveyMonkey via e-mail. Required information about the purpose of the survey and the researcher's contact information and delivery method was included.

The participants were provided with the email and phone number of the researcher, in case they needed additional information regarding the study. Upon receipt of all of the completed surveys, the participants were categorized into one of two groups (no cultural diversity training experience versus cultural diversity training experience). The study did not collect the names of the participants, and as such, information regarding the findings was shared by the researcher.

Recruitment

Upon approval of the IRB at Nova Southeastern University, the approved survey titled *Concerns about Counseling Racial Minority Clients* was used to survey recruited participants for the online survey. An introductory recruitment email was sent to all of the potential participants for an introduction to the study. The email introduced the researcher and provided information on the purpose of the study. The potential participants were able to request additional information about the study. The participants who chose to complete the study were provided a secured link through SurveyMonkey, which also contained an informed consent. Once the participants provided consent, the study commenced.

Inclusionary Criteria

The participants were certified speech-language pathologists who had a minimum of five years of experience and were between the ages of 27 and 75 years old. The participants were recruited from ASHA's special interest group 11, which focuses on Supervision, NBASLH's membership group, and from a CALIPSO database of SLP supervisors from within the United States.

Exclusionary Criteria

Potential respondents that chose to participate in the study were excluded if they did not have their Certificate of Clinical Competence (CCC). Additional exclusionary criteria included respondents who had no supervisory experience or had less than five years of supervisory experience. Lastly, SLP supervisors who were younger than 26 years of age and anyone over the age of 75 were excluded.

Data Collection

A cross-sectional design survey was delivered to participants via email. The purpose of the cross-sectional design study, and the estimated length of time to complete the survey, was included in an introductory email. The participants were sent two reminder emails to complete and submit the survey. The study was accessible through SurveyMonkey, an online portal used to easily disseminate surveys and collect data. A link to the survey was sent to the respondents that chose to participate. Upon accessing that link, they were provided an informed consent with the email and phone number of the researcher so that they could contact the researcher for any additional queries or

concerns. If the participant chose to continue, then the survey was made available. If consent was not provided, then the survey would immediately end.

SurveyMonkey did not collect the names of the participants. Upon receipt of all of the completed surveys, the participants were categorized into one of two groups (no cultural diversity training experience versus cultural diversity training experience).

Once the participants completed the survey, the information was placed in an Excel spreadsheet using SPSS V.23 for data analysis. The information gathered will be maintained securely for seven years and kept in a password-protected computer. After seven years, all of the information will be destroyed.

Data Analysis

The data was extracted from the surveys to analyze the specific research questions. An exploratory factor analysis of variance and *t*-test was conducted in this study. Exploratory Factor Analysis is a statistical method used to discover the underlying structure of a relevantly large set of variables (Creswell, 2013). This analysis was used to determine the correlation between the level of cultural diversity training and the perceptions of SLP supervisors using the variables gender, race, and education.

For Research Question 1, to what extent does managing cultural differences in SLPs differ between non-minority and minority supervisors? The following sub sections (a) Managing Cultural Differences and (d) Supervisee's Perceptions of the survey were analyzed separately using an exploratory factor analysis of variance and *t*-test for statistical measures.

For Research Question 2, what is the relationship between race and supervisory perceptions of cultural diversity amongst SLPs? The following subsections were used: (c) Biased Thoughts and Behaviors, and (d) Supervisee's Perceptions were analyzed separately using an exploratory factor analysis of variance and *t*-test for statistical measures.

For Research Question 3, to what extent does the lack of knowledge about cultural or racial differences impact the relationship between SLPs and their supervisees? The following subsections that were used: (a) Managing Cultural Differences, (b) Damaging the Supervisory Relationship, (c) Biased Thoughts and Behaviors, and (d) Supervisee's Perceptions were analyzed separately using an exploratory factor analysis of variance and *t*-test for statistical measures.

Lastly, for Research Question 4, to what extent do biased thoughts or behaviors impact the relationship between the SLPs and their supervisee? The following subsections (a) Managing Cultural Differences, (b) Damaging the Supervisory Relationship, (c) Biased Thoughts and Behaviors, and (d) Supervisee's Perceptions were analyzed separately using an exploratory factor analysis of variance and *t*-test for statistical measures. This study used an alpha level of $p > .01$ to analyze the relationship between the independent and dependent variables and measure the strength and direction of the variable relationships. This study sought to determine the level of cultural diversity and sensitivity SLP supervisors have for graduate student supervisees from culturally diverse backgrounds.

The four categories of (a) Managing Cultural Differences, (b) Damaging the Supervisory Relationship, (c) Biased Thoughts and Behaviors, and (d) Supervisee's Perceptions produced a mean score that identified and utilized *t*-tests to complete analyses of the variance, that examined the differences between the two groups (SLP supervisors who have had cultural diversity training and SLP supervisors who have not had cultural diversity training) and test the subsequent hypotheses. All data coding began upon receipt of the completed surveys. Backup copies were made and stored appropriately to ensure confidentiality and anonymity, and that they are protected. The analysis procedures for the three research questions were descriptive statistics for the variables. All of the study's variables were placed in an Excel spreadsheet and uploaded in SPSS V.23 software. An exploratory factory analysis using SPSS V.23 software were performed and evaluated the relationship, frequency, significance of relationship, significance of difference, and the impact between and among the variables. Additionally, this study used an alpha level of $p > .01$ for all analyses. The *t*-test distinguished whether the differences between the mean scores of the two groups occurred by chance, or if the differences represented a considerable difference within the group demographics that were studied (Gall, Gall, & Borg, 1999).

Limitations

There were limitations in the study based on a host of different variables. Under the assumptions on the researcher's part, the participants were expected to be truthful when they took the survey. However, there was no way to adequately determine if all of

the responses were true. Moreover, outcome for participants may have been low, due to the small sample size and the uniqueness of the population of the study.

Chapter 4: Results

Introduction

The purpose of this quantitative study was to examine the need for training in cultural differences within the supervisory process for speech-language pathologists. In this study, the researcher investigated whether cultural diversity training would be beneficial to supervisors of graduate students from multicultural backgrounds utilizing a cross-sectional survey titled ‘Concerns about Counseling Racial Minority Clients scale (Wei et al., 2012). The scale was modified to address supervisors, instead of clients. Although the use of the scale was intended for a different population, a slight modification was used to address the alternate population of SLPs.

The researcher utilized a quantitative cross-sectional survey design by using a group comparison with a causal comparative analysis. In this study, the participants’ beliefs and attitudes toward working with supervisees from culturally different backgrounds were analyzed. The information gathered during this study did provide new knowledge that will add to the field of speech-language pathology, in both practice and theory. Investigating the need for cultural competency training for supervisors will offer opportunity for potential supervisors of graduate students to improve the success and attrition rates of culturally diverse graduate students in the field of speech, language, and communication disorders (Barker, 2011).

Chapter 4 presents a detailed analysis of the data gathered from SLP supervisors taking the Concerns about Counseling Racial Minority Clients scale survey. These supervisors have had experience supervising graduate student clinicians from diverse

backgrounds. The analysis included the collection, coding, identification of missing values, outliers, and descriptive statistics of data acquired to investigate if SLP supervisors are in need of cultural diversity workshops to improve supervisory relationships and success with graduate students from multicultural backgrounds.

Description of the Sample

Participant demographics. Participants were recruited from NBASLH, ASHA special interest group (SIG) 11 (supervision), and the university's database of supervisors, called CALIPSO. Invitations were sent to 324 SLPs from the NBASLH database, 1,395 SIG 11 database of (ASHA) SLP supervisors and 2,619 supervisors from the CALIPSO SLP database.

The research included the use of a convenience sample to acquire the study participants, which included 189 participants who are Speech-Language Pathologists that supervise students. This sample included $n = 178$ females (94%) and $n = 11$ males (6%) (Table 1) with the dominant race as White $n = 152$ (80%; Table 2). The other races comprised the other 20% of the table, with African-Americans being the second most prominent race within the survey.

Of the speech-language pathologists surveyed, $n = 144$ (76%) had 11 or more years of experience (Table 3). Out of the 189 participants in the survey, 130, or 69%, of the sample had previously participated in Cultural Diversity Training in some form or another prior to participating in this study (Table 4).

Table 1

Gender

Gender	<i>n</i>	Percentage (%)
Female	178	94
Male	11	6

Table 2

Race

Race	<i>n</i>	Percentage
American Indian	1	1
Asian	3	2
Bi-racial	4	2
Black non Hispanic	19	10
Hispanic	10	5
White	152	80

Table 3

Years of Experience

Years of Experience	<i>n</i>	Percentage %
0 – 4 years	3	1
5 – 7 years	22	12
8 – 10 years	20	11
11 or more	144	76

Table 4

Cultural Diversity

Cultural Diversity Training	<i>n</i>	Percentage
Yes	130	69
No	59	31

Research Methodology and Data Analysis

Research questions. The following research questions were established to guide this study.

R1: To what extent does managing cultural differences in SLPs differ between non-minority and minority supervisors?

R2: What is the relationship between race and supervisory perceptions of cultural diversity amongst SLPs?

R3: To what extent does the lack of knowledge about cultural or racial differences impact the relationship between SLPs and their supervisees?

R4: To what extent do biased thoughts or behaviors impact the relationship between the SLPs and their supervisee?

Hypotheses. The following hypotheses were tested during this study.

H₀: There is no statistical difference when managing cultural differences in SLPs between non-minority and minority supervisors.

H₁: There is statistical difference when managing cultural differences in SLPs between non-minority and minority supervisors.

H₀₂: There is no relationship between race and supervisory perceptions of cultural diversity amongst SLPs.

H_{2a}: There is a relationship between race and supervisory perceptions of cultural diversity amongst SLPs.

H₀₃: Lack of knowledge about cultural or racial differences does not impact the relationship between SLPs and their supervisees.

H_{03a}: Lack of knowledge about cultural or racial differences does impact the relationship between SLPs and their supervisees.

H₀₄: Biased thoughts or behaviors do not impact the relationship between an SLP and their supervisee.

H_{04a}: Biased thoughts or behaviors do impact the relationship between SLPs and their supervisees.

Data Preparation

The data set included participants who supervise students in Speech-Language Pathology. The data were placed in an Excel spreadsheet for analysis in SPSS 23.0. The variables were coded appropriately for characteristics and cultural diversity concerns. For example, race was a predictor variable in the analysis, as this variable has two or more categories, White and Black. Using the recoding feature in SPSS 23.0, an additional variable was created to distinguish participants who were minority versus non-minority, instead of utilizing the categorical data; this change created a new dichotomized variable. For example, minority was coded as “0” and non-minority was coded as “1” (Table 5).

Table 5

Recoded Variables

Old Variable Value	New Variable Value
American Indian	0 American Indian
Asian	0 Asian
Biracial	0 Biracial
Black	0 Black
Hispanic	0 Hispanic
White	1 White

Measured Variables

There were four variables placed in the data set used for the analysis. The variables were managing cultural differences, damaging the supervisory relationship, biased thoughts and behaviors, and supervisee's perceptions (Table 6).

Presentation of Data and Results of the Analysis

Hypothesis Data Analysis. There were X sets of hypotheses to be tested in this study. The first hypothesis was:

H₀₁: There is no statistical difference when managing cultural differences in SLPs between non-minority and minority supervisors.

T-test. In order to investigate H₀₁, an independent sample *t*-test was performed. An independent sample *t*-test was conducted to compare how SLPs managed cultural differences between minorities and non-minorities.

Table 6

Variable Definitions

Variable	Description
Managing Cultural Differences	Tapping into concerns about managing cross-cultural differences (Knox et al., 2003)
Damaging the Supervisory Relationship	Misunderstandings due to the lack of understanding of cultural norms and behaviors
Biased Thoughts and Behaviors	Preconceived notions based on the ideology of race, behaviors, and biases
Supervisee's Perceptions	How supervisees feel they are perceived by the supervisor.

There was a significant difference in the scores for managing cultural differences for participants coded as non-minority ($M = 1.87$, $SD = .583$) than for minority ($M = 1.47$, $SD = .460$; Table 7). The differences were statistically significant, $t(187) = -3.316$, $p = .001$, two-tails; with equal variances assumed (Table 8).

Table 7

Ethnicity

Ethnicity	<i>n</i>	<i>M</i>	<i>SD</i>	<i>SD E</i>
Minority	37	1.47	.460	.075
Non-Minority	152	1.81	.583	.047

Table 8

Managing Cultural Differences

Variable	<i>T</i>	<i>df</i>	<i>Sig</i> (2-tailed)	<i>SD diff.</i>	95% <i>CI</i> of the diff.	
					Lower	Upper
Equal variances assumed	3.31	187	.001	.1030	.1383	.5445
Equal variances not assumed	3.82	67.18	.000	.0892	.1633	.5196

Note. Mean difference for either variance = .3414.

Exploratory factor analysis. The Kaiser-Meyer-Olkin (KMO) and Bartlett's tests were used in order to test for multicollinearity. The sampling adequacy was .5, below the recommended .6. The Bartlett test was significant at $p < .05$ (Table 9). The significant finding indicated the correlation between items was large enough for factor analysis. A matrix of correlations, using SPSS v.23 regarding the latent variables and factors, displayed MCD .618. The diagonals of the anti-image correlation matrix were all over .5, supporting the inclusion of each item in the factor analysis. Kaiser's criteria, known as eigenvalue >1 , and the Scree test were used to clarify and simplify the data structure.

Table 9

KMO and Bartlett's Tests

<i>KMO and Bartlett's Test</i>		
Keiser-Meyer-Olkin Measure of Sampling Adequacy		.500
Bartlett's Test of Approx.	Chi-Sphericity Square	36.743
	df	1
	Sig.	.000

The Scree test results determined the factors to use for rotation. The total variance indicated factors had eigenvalues >1 , which explained a cumulative variance of 61.784%. The Scree plot clearly shows the deflection after the first component (Figure 1). Therefore, H_0 is rejected, as there is a statistical difference between minority and non-minority supervisors, and how they manage cultural differences with graduate students.

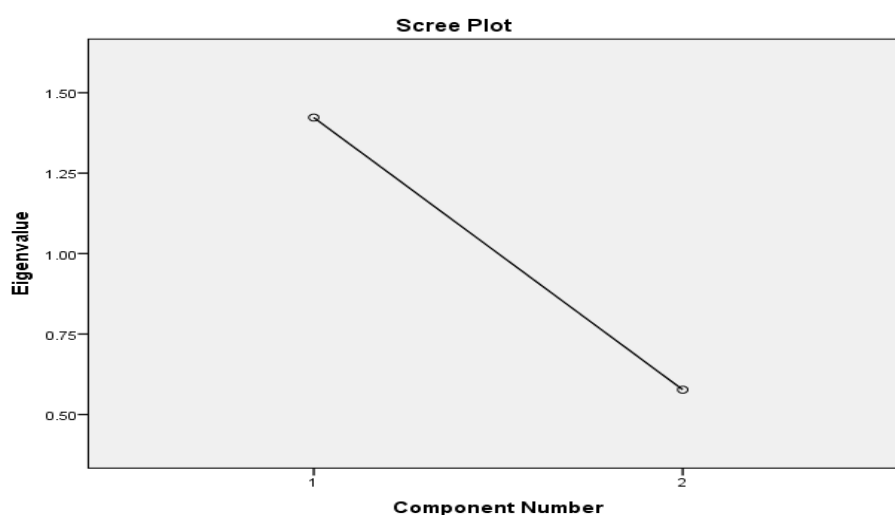


Figure 1. Scree Plot 1.

H_{02} : There is no relationship between race and supervisory perceptions of cultural diversity amongst SLPs.

T-test. In order to investigate H_{02} , an independent sample t -test was performed. An independent sample t -test was conducted to determine if there was no relationship between race and supervisory perceptions of cultural diversity amongst SLPs. There was a significant difference in the scores for supervisory perceptions for participants coded as non-minority ($M = 1.826$, $SD = .5957$), than for minority ($M = 2.054$, $SD = .8611$; Table

10). The differences were statistically significant; $t(187) = 1.896$, $p = .005$, two-tails; with equal variances assumed (Table 11).

Table 10

Ethnicity

Ethnicity	<i>n</i>	<i>M</i>	<i>SD</i>	<i>SD E</i>
Minority	37	2.054	.8611	.1416
Non-Minority	152	1.826	.5957	.0483

Table 11

Supervisory Perceptions

Variable	<i>t</i>	<i>Df</i>	<i>Sig</i> (2-tailed)	<i>SD diff.</i>	95% <i>CI</i> of the diff.	
					Lower	Upper
Equal variances assumed	1.896	187	.059	.1201	-.0092	.4647
Equal variances not assumed	1.523	44.731	.135	.1496	-.0736	.5291

Note. Mean difference for either variance assumption = .2277.

Exploratory factor analysis. The Kaiser-Meyer-Olkin (KMO) and Bartlett's tests were used in order to test for multicollinearity. The sampling adequacy was .5 below the recommended .6. The Bartlett test was significant at $p < .05$ (Table 12). The significant finding indicated the correlation between items was large enough for factor analysis. A matrix of correlations, using SPSS v.23 regarding the latent variables and factors, displayed *SP* .569. The diagonals of the anti-image correlation matrix were all over .5, supporting the inclusion of each item in the factor analysis. Kaiser's criteria, known as eigenvalue >1 , and the Scree test were used to clarify and simplify the data structure. The total variance indicated factors had eigenvalues >1 , which explained a

cumulative variance of 56.867%. Therefore, H_{02} is rejected, as there is a relationship between race and supervisory perceptions of cultural diversity amongst SLPs.

Table 12

KMO and Bartlett's Tests

<i>KMO and Bartlett's Test</i>		
Keiser-Meyer-Olkin Measure of Sampling Adequacy		.500
Bartlett's Test of Approx.	Chi-Sphericity Square	36.743
	df	1
	Sig.	.000

The Scree test results determined the factors to use for rotation (Figure 2).

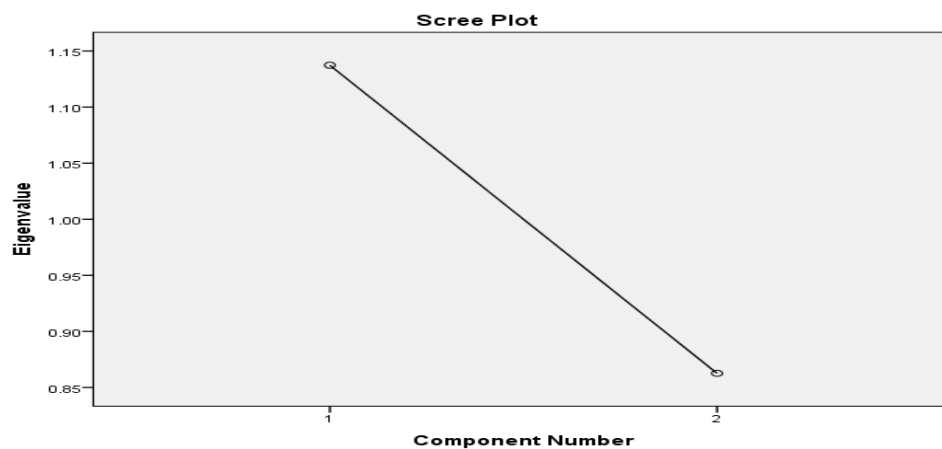


Figure 2. Scree Plot 2.

H_{03} : Lack of knowledge about cultural or racial differences does not impact the relationship between SLPs and their supervisees.

In order to investigate H_{03} , an independent sample t -test was performed. An independent sample t -test was conducted to determine if a difference existed between

minority and non-minority SLPs, and their knowledge on cultural and racial differences. The race of the supervisor was transferred into a dummy-coded variable (minority and non-minority). The variable set, which included damaging the supervisory relationship (DSR), was measured by the CCRMS Scale.

The variables of ethnicity and DSR were entered into the model to compare the means and Levene's Test of Equality of Variance determined that there was a significant difference in the scores for damaging the supervisory relationship (DSR) for participants coded as minority ($M = 2.076$, $SD = .775$) than for non-minority ($M = 2.462$, $SD = .889$; Table 13). Through the quantitative analysis of these results, it was also found that the differences were statistically significant. During this test, it was found that $t(187) = 61.277$, $p = .001$, two-tails; equal variances not assumed (Table 14).

Table 13

Ethnicity

Variable	n	<i>M</i>	<i>SD</i>	<i>Std. Error Mean</i>
Minority	37	2.076	.7751	.127
Non-Minority	152	2.462	.8894	.072

Table 14

Damaging the Supervisory Relationship

Variable	<i>t</i>	<i>df</i>	<i>Sig</i> (2-tailed)	<i>SD diff.</i>	95% <i>CI</i> of the diff.	
					Lower	Upper
Equal variances assumed	-2.425	187	.016	.1592	-.7003	-.0720
Equal variances not assumed	-2.637	61.277	.011	.1464	-.6789	-.0934

Note. Mean difference for either variance assumption = $-.3862$

Exploratory factor analysis. The KMO and Bartlett's tests were used in order to test for multicollinearity. The sampling adequacy was .5, below the recommended .6. The Bartlett test was significant at $p < .05$ (Table 15). The significant finding indicated the correlation between items was large enough for factor analysis. A matrix of correlations, using SPSS v.23 regarding the latent variables and factors, displayed DSR .569. Kaiser's criteria, known as eigenvalue >1 , and the Scree test were used to clarify and simplify the data structure. The eigenvalues of >1 explained a cumulative variance of 58.731%. Therefore, H_{03} was rejected, due to the lack of knowledge about cultural or racial differences between SLPs and their supervisees.

Table 15

KMO and Bartlett's Tests

<i>KMO and Bartlett's Test</i>		
Keiser-Meyer-Olkin Measure of Sampling Adequacy		.500
Bartlett's Test of Approx.	Chi-Sphericity Square	5.775
	df	1
	Sig.	.016

The Scree test results determined the factors to use for rotation (Figure 3).

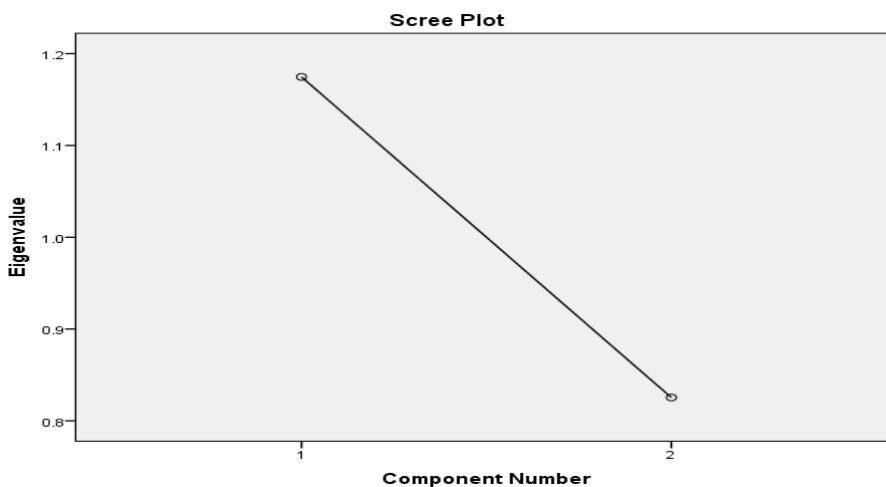


Figure 3. Scree Plot 3.

H₀₄: Biased thoughts or behaviors do not impact the relationship between an SLP and their supervisee.

T-test. In order to investigate H₀₄, an independent sample *t*-test was performed. An independent sample *t*-test was conducted to determine if a difference existed between minority and non-minority SLPs and their knowledge on cultural and racial differences. The race of the supervisor was transferred into a dummy-coded variable (minority and non-minority), and biased thoughts or behaviors (BTB) were measured by the Concerns about Counseling Racial Minority Supervisees Scale. The variables ethnicity and BTB were entered into the model to compare the means, and Levene's test of equality of variance determined that there was a significant difference in the scores for damaging the supervisory relationship (BTB) for participants coded as minority ($M = 2.10$, $SD = .818$), than for non-minority ($M = 2.3$, $SD = .805$) (Table 16). The differences were statistically significant, $t(187) = 54.238$, $p > .001$, two-tails; equal variances not assumed (Table 17). Therefore, H₀₄ is rejected, as there is a relationship between minority and non-minority

supervisors lacking knowledge about cultural or racial differences, and it does impact supervisory perceptions with graduate students.

Table 16

Ethnicity

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Std. Error Mean</i>
Minority	37	2.108	.8187	.1346
Non-Minority	152	2.372	.8053	.0653

Table 17

Biased Thoughts and Behaviors

	Laverne's test		<i>t</i> -test for equality of means					
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig</i> (2-tailed)	<i>SD</i> Error Diff	95% <i>CI</i> of the Diff.	
							Lower	Upper
Equal Variances assumed	.223	.637	-1.784	187	.076	.1481	-.5564	.0279
Equal variances not assumed			-1.766	54.238	.083	.1496	-.5642	.0356

Note. Mean difference for either variance assumption = -.2643

Exploratory factor analysis. The KMO and Bartlett's tests were used in order to test for multicollinearity. The Bartlett test was significant at $p > .05$ (Table 18). The findings were not significant, and indicated that no correlation existed between items large enough for a factor analysis. A matrix of correlations, using SPSS v. 23 regarding the latent variables and factors, displayed Ethnicity 1.000 and BTB .565. Kaiser's criteria, known as eigenvalue > 1 , and the Scree test were used to clarify and simplify the data structure. The total variance indicated factors had eigenvalues > 1 , which

explained a cumulative variance of 56.469%. Therefore, H_{04} is accepted, as biased thoughts or behaviors do not impact the relationship between an SLP and their supervisee. The Scree plot shows the deflection after the first components (Figure 4).

Table 18

KMO and Bartlett's Tests

<i>KMO and Bartlett's Test</i>		
Keiser-Meyer-Olkin Measure of Sampling Adequacy		.500
Bartlett's Test of Approx.	Chi-Sphericity Square	3.149
	df	1
	Sig.	.076

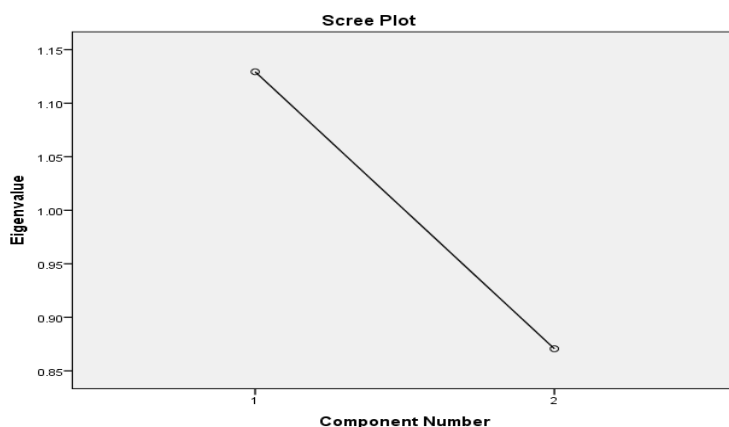


Figure 4. Scree Plot 4.

Summary

The sample for this study consisted of 189 SLP supervisors from across the United States. The sample was representative of the population studied in regard to race and cultural diversity training. The dependent variables were Managing Cultural Differences (MCD), Damaging the Supervisory Relationship (DSR), Biased Thoughts and Behaviors (BTB) and Supervisee's Perceptions (SP). The predictor variable was race

(ethnicity). A *t*-test and exploratory factor analysis were conducted to determine how well the predictor variables predicted the supervisor's understanding of cultural diversity, and if a statistical difference occurred between minority and non-minority supervisors as it relates to cultural diversity. Chapter 5 provides a detailed discussion of the analysis and responses to the research questions. The conclusions and implications of these findings, as well as the limitations and recommendations for future research, will be presented.

Chapter 5: Discussion

Introduction

In the United States, the supervisory process for SLP supervisors that teach minority students, has demonstrated a lack of sensitivity and complexity to support cultural differences. Barker (2011) pointed out that, despite the fact that a myriad of cultures attend graduate programs, African-American and other minority students have the highest rates of attrition. This has resulted in minority students developing a sense of isolation and lack of connectivity with their non-minority supervisors. As a result, African-American and other minority students are less successful in completing their graduate studies. Green and Dekkers (2010) reported the need for increased understanding of cultural differences, in order to support and increase graduation rates among culturally diverse populations. The supervisory process requires a supervisor with clinical experience, educational experience, and cultural competency, who can teach and educate the graduate students that they serve (ASHA, 2008). The supervisory process is in need of adjustments in order for supervisors to meet the diversity requirements of their supervisees (Green & Dekkers, 2010). The aim of this study was to examine the need for training in cultural differences within the supervisory process for speech-language pathologists. Specifically, the purpose of this study was to investigate if cultural diversity training is beneficial to supervisors who supervised graduate students from multicultural backgrounds.

This chapter included a reintroduction to the research topic, a summary of research findings, and the interpretation of the study results. Conclusions and

implications from the study were discussed in relation to current literature regarding cultural diversity training for clinical supervisors. Finally, limitations and recommendations for additional research were provided.

Summary of the Findings

The purpose of the study was to examine the effects of cultural diversity training within the supervisory process for qualified speech-language pathologists. Prior to the analysis, the data were examined for missing information and accuracy of data; dummy variables were also created. Next, the hypotheses were examined and the results displayed by using a *t*-test and exploratory factor analysis. The findings determined that a significant difference does occur between how supervisors of different races managed cultural differences with their graduate students. However, the findings did not support the fact that supervisor's biased thoughts, or behaviors, impacted their relationships with their supervisees.

Discussion of the Results

There was a limited amount of research available regarding the lack of cultural diversity training for supervisors who supervise graduate students in the SLP field. As a result of the limited literature, little is known about SLP supervisors and their relationships with their supervisees. The researcher utilized the 'Concerns about Counseling Racial Minority Clients survey (Wei et al., 2012) which was modified to address supervisors instead of clients for this study. The modified survey 'Concerns about Counseling Racial Minority Clients (Wei et al., 2012) was used for speech-language pathologists and focused on four areas: (a) Managing Cultural Differences; (b)

Damaging the Supervisory Relationship (c) Biased Thoughts and Behaviors, and (d) Supervisee's Perceptions.

The present study results provided information as a foundation to support the creation of a cultural diversity supervisory training for speech-language pathologists who supervise graduate students. This research may assist in the creation of a training that can be beneficial to the field in increasing knowledge of cultural diversity within the supervisory process. Arguably, all SLPs who supervise graduate students may benefit from participating in a cultural diversity training prior to supervising the first student.

Response to Research Question 1

The first question examined was, "To what extent does managing cultural differences in SLPs differ between non-minority and minority supervisors?" This question mirrors the hypothesis of "there is no statistical difference when managing cultural differences in SLPs between non-minority and minority supervisors." However, the data revealed that a significant difference did occur in how minority and non-minority supervisors managed cultural differences with SLPs. Based on the data, one can argue that supervisor and supervisee relationships are challenged, not because cultural differences exist between the two, but that those differences are perceived, and therefore management is the issue. Bhat and Davis (2007) theorized that supervisory relationships are designed to show a developed alliance and, under the best of circumstances, a functioning relationship.

Response to Research Question 2

The second question investigated was “What is the relationship between race and supervisory perceptions of cultural diversity amongst SLPs?” In order to investigate this question, the hypothesis “There is no relationship between race and supervisory perceptions of cultural diversity amongst SLPs” determined that a relationship existed between race and supervisory perceptions with graduate students. While these results suggested that cultural differences between the supervisor and supervisee are impacted by supervisor perceptions, this sample has a limited variation between the two groups, as only $n = 37$ minority and $n = 152$ non-minority supervisors reported during the study. Ethnicity was used as a predictor variable; a statistically significant difference occurred between the two groups regarding supervisor perceptions.

These findings suggest that a person’s environment may impact a person’s lack of understanding of a graduate student’s culture, as echoed by the theoretical findings of Bronfenbrenner’s (1994) ecological systems theory. As previously stated in chapter 2, Bronfenbrenner (1994) pointed out that different environments, which included culture, history, and situation may alter a person’s worldview. Darling (2007) pointed out that a person’s environment is what impacts their attitudes toward others.

Response to Research Question 3

The third question was, “To what extent does the lack of knowledge about cultural or racial differences impact the relationship between SLPs and their supervisees?” In order to investigate this hypothesis, “Lack of knowledge about cultural or racial differences does not impact the relationship between SLPs and their

supervisees”, the data suggested that there is a relationship between minority and non-minority supervisors, and the lack of cultural or racial knowledge does impact supervisory perceptions with graduate students. Supervisory relationship is commonly assumed to be a categorized and multilayered interpersonal process (Ramos-Sanchez et al., 2002); this process reflects the feelings and attitudes the participants have toward one another. Ramos-Sanchez et al. (2002) determined the supervisory relationship provides the opportunity for supervisors to develop, guide, and support supervisees, in order to develop their skills.

Response to Research Question 4

The fourth question investigated was, “To what extent do biased thoughts or behaviors impact the relationship between the SLPs and their supervisee?” In order to investigate this, question the hypothesis, “Biased thoughts or behaviors do not impact the relationship between an SLP and their supervisee” was addressed. The data suggested that no relationship exists between biased thoughts or behavior and the relationship between the supervisor and supervisee. These results appear to support the notion that the supervisors themselves do not believe that how they may feel about a particular culture impacts their relationship with their supervisee. In 2001, the NASW reported that the key to having a successful relationship is to build trust and confidence (Openshaw, 2012). However, this is not possible if the supervisor is not made aware that their biased thoughts and behaviors are a concern to the supervisee. Cultural differences should not be ignored, but instead understood by the supervisor from the point of view of the supervisee, not the other way around. As presented in Chapter 2, the existing literature is

supportive of the notion that cultural differences between the supervisor and the supervisee impacts the relationship (Adair, 2001; Behling, Curtis, & Foster, 1988; McCarthy, Kulakowski, & Kenfield, 1994; Nelson & Holloway; 1989). Arguably, these differences can pose a negative impact on the working relationship between the supervisor and supervisee.

Discussion of the Conclusions in Relation to the Literature in the Field

Bhat and Davis (2007) argued that finding supervisors that were the same race as the supervisor did not strengthen the working relationship, as race was not the only factor associated with the development of interpersonal relationships. Duan and Roehlke (2001) theorized that perceived supervisor positive attitudes were more likely to impact the supervisory relationship than race or other characteristics. The U.S. Census Bureau reported that by 2012, 36% of the U.S. workforce was comprised of people of color. If these numbers were broken down by race and ethnicity, 64% of the labor force were non-Hispanic White, 16% were Hispanic, 12% were African-American and 5% were Asian (the additional 3% did not identify by ethnic group; U. S. Census Bureau, 2012).

This trend of cultural growth is the foundation in which the Speech and Language field should build upon to improve the relationships in working and educational environments impacted by the culturally diverse changes. Moreover, Gatmon et al. (2001), Mori, Inman, and Caskie (2009), and Nilsson and Dodds (2006) agreed that supervisees have reported a strong supervisory relationship with their supervisors when the supervisor presented in a sensitive manner toward their cultural issues and needs. This

would provide a nontoxic supervision atmosphere, with frequent opportunities to discuss cultural differences.

Limitations and Cautions of the Study

Limitations. Limitations of the study were based on a host of variables. One limitation of this study was the Hawthorne Effect, where the change in the participant's behavior is based on the awareness that they are participating in a research study (Gall et al., 1999). All of the participants were provided information regarding what the survey was focusing on, and it is possible that their scores on the survey were affected due to the knowledge they were participating in a survey on cultural diversity.

A second limitation of this study was the issue of the participants answering the questions honestly. Since the survey used in the study assessed (a) Managing Cultural Differences, (b) Damaging the Supervisory Relationship, (c) Biased Thoughts and Behaviors, and (d) Supervisee's Perceptions, respondents may have wanted to portray themselves and their attitudes about their supervisory experiences in a positive light, and may not have been as forthcoming and honest in their answers. Therefore, the researcher has the inability to guarantee that all of the respondents were answering honestly and that is considered a limitation to the study.

A third limitation identifies that participant responses were low due to the small sample size and the uniqueness of the population of the study. Ostergen (2011) stated that studies that focused solely on specific topics within the speech-language pathology field warranted a smaller sample size. Moreover, Stockman et al. (2008) postulated that the population of practicing SLPs has limited experience working with culturally diverse

populations. This limited experience may impact their experiences with supervising graduate students from culturally diverse backgrounds.

Lastly, while the literature contains research that clearly depicts the influence of culture differences in the supervisory process, there is a gap in the available literature that shows how those cultural differences have impacted successful graduation rates and overall improvements within supervision. For example, Ostergren (2011) stated research on clinical supervision was conducted more than three decades ago, which proves to be a problem, as there are different recommendations and requirements for the clinical supervision of speech pathology students. In addition, some of the issues that currently exist include the need to make key assumptions, as the literature is largely found in nursing, family therapy, and psychology, and limited in the field of speech-language pathology. Therefore, the study will be based on the existing literature, which is limited and may not express broader speech-language pathology graduation realities.

Implications for Change

The supervisory process is necessary in the clinical training of many professions. Supervisees are dependent upon learning outcomes to improve their clinical skills. The cultural diversity and multicultural issues of supervisees and supervisors can and will change, as will the patients and clients. Green and Dekkers (2010) stated that “diversity is becoming more important in clinical training programs as clients; students and supervisors become more diverse” (p. 293). As this trend continues, a change in supervisory responsibilities is necessary. Perng and Watson (2014) postulated that cultural competency can be developed by providing training for supervisors who work

with clients and supervisees from diverse cultural backgrounds. In the field of speech-language pathology, there is a consistent increase in cultural diversity and multicultural issues. As a result, multicultural issues, such as understanding nuances and sensitivity to supervisees from various cultural backgrounds, are factors that should be considered and included in the supervisory process.

Recommendations for Future Studies

The results of this study supported the need for future research in the area of clinical supervision. Research should be completed in the field of speech-language pathology, and in other allied health professions, which rely on the process of clinical supervision; research of this type is even more important when it relates to cultural sensitivity when working with graduate students from multicultural backgrounds. This researcher has several recommendations for further research regarding infusing cultural diversity within the supervisory process:

A future research study should examine the changes in supervisees from diverse backgrounds and their attitudes, expectations, and knowledge after being supervised by an SLP that has had cultural diversity training. Future research should include duplication of this study with off-campus supervisors in allied health professions, such as occupational therapy, physical therapy, nursing, psychology, and social work. Future research should use the survey utilized in this dissertation as a pre and posttest for the future cultural diversity training for supervisors, to ascertain growth and understanding as it pertains to cultural diversity and supervision.

Conclusions

Green and Dekkers (2010) pointed out that diversity is becoming more important in clinical training programs as clients, students, and supervisors become more diverse. In the field of speech-language pathology, formal supervisory training does not presently exist (ASHA, 2008). However, in other professions, supervisors are formally trained and assessed to ascertain their cultural competency before they are allowed to supervise students entering into the field. In the profession of nursing, formal competency scales have been utilized to address the increased diversity of the changing society.

Perng and Watson (2012) reported that “the trend towards globalization and immigration increases population diversity and this multi-ethnicity enriches aspects of society” (p. 1678). Health care providers must be trained to provide care to clients and students from diverse ethnic backgrounds (Perng & Watson, 2012). Moreover, the racial and ethnic diversity among supervisees is likely to increase; prior research has focused on supervision that involves White supervisors paired with racial, ethnic, and linguistic minority supervisees. Limited literature exists between clinicians of color and supervisees of color, and thus was beyond the scope of this study. Further research will need to be conducted to validate the effects of cultural differences within the supervisory process. In addition, further research needs to be conducted to better conceptualize how to convey this knowledge to supervisors in graduate school programs in consideration of cultural differences.

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Appendix

Concerns About Counseling Racial Minority Supervisees
 (Modified From Concerns About Counseling Racial Minority Clients)
 Meifen Wei, Ruth Chu-Lien Chao, Pei-Chin Tsai & Raquel Botello-Zammaron

Instruction: Below are listed common concerns of a supervisor who mentors/supervises racially or culturally diverse supervisees. We are looking for your honest responses that reflect your current concerns, not how you would like to be in the future. Therefore, the following statements have no right or wrong answers. Please click on the number that indicates the extent of your agreement with the following statements.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

1. I may not be aware of my own biases.
2. I do not know how to handle the situation when diversity issues are addressed in a supervisory session
3. My supervisees think that I have stereotypes about their culture.
4. I am not ready to mentor racially/culturally diverse supervisees.
5. My supervisees have a bias about my cultural group.
6. My supervisees may not feel comfortable sharing their concerns with me.
7. I may impose my own values or cultural beliefs on my supervisees.
8. My supervisees have a bias about me.
9. I may underestimate how issues of diversity are linked to problems with my supervisory relationship.

10. I may impose my own stereotypes on the relationship problems with my supervisees.
11. My positive intentions may be taken differently by my culturally diverse supervisees.
12. I do not know how to address cultural differences in a supervisory session.
13. I may unknowingly offend my minority supervisees.
14. I do not know how to handle my supervisee's feelings if issues of racism are addressed in a session.
15. I may unintentionally damage my relationship with my supervisees for reasons I do not know.
16. I am not aware of assumptions which prevent me from accurately understanding my supervisees.
17. I may unintentionally damage my relationship with my supervisees due to my lack of knowledge.
18. My supervisees perceive me negatively.
19. I do not know how to let my supervisees know that I have limited knowledge of their group.
20. I may say/do something that would be seen as ignorant or inappropriate by my supervisees.

Managing Cultural Differences: 2, 4, 12, 14, 19

Damaging the Supervisory Relationship: 11, 13, 15, 17, 20

Biased Thoughts and Behaviors: 1, 7, 9, 10, 16

Supervisee's Perceptions: 3, 5, 6, 8, 18

Demographic Survey

1. Is your certification of clinical competence in SLP?
 - a) Yes
 - b) No (please note, choosing 'No' opts you out of the survey)

2. What is your gender?
 - a) Male
 - b) Female
 - c) Other or I do not wish to identify

3. What is your race?
 - a) Black non-Hispanic
 - b) White non-Hispanic
 - c) Hispanic
 - d) Asian
 - e) Biracial
 - f) Native American
 - g) Other (please specify)

4. How many years of experience do you have in the SLP field?
 - a) 0 – 4 years
 - b) 5 – 7 years
 - c) 8 – 10 years
 - d) 11 or more years

5. Do you have prior cultural diversity training?
 - a) Yes
 - b) No

6. Do you have supervisory experience in any employment? (this does not just have to be in your SLP career)
 - a) Yes
 - b) No