Teaching and Supervision in Counseling

Volume 6 | Issue 3 Article 1

A Target Model for Social Justice Supervision

Sara E. Ellison
Auburn University

Paul Tierney
Auburn University

Margaret Taylor

A Target Model for Social Justice Supervision

Cover Page Footnote

Author Note Sara Ellison https://orcid.org/0000-0001-2345-6789 Paul Tierney https://orcid.org/0000-0003-1007-4647 Margaret A. Taylor https://orcid.org/0000-0003-1860-4892 We have no known conflict of interest to disclose. Correspondence concerning this article should be addressed to Sara Ellison, Department of Special Education, Rehabilitation, and Counseling, Auburn University, 2084 Haley Center, Auburn, AL 36849. Email: szm0194@auburn.edu.

TEACHING AND SUPERVISION IN COUNSELING
The official journal of the Southern Association for Counselor Education and Supervision

A Target Model for Social Justice Supervision

Received: 02/21/23
Revised: 06/01/23
Revised: 02/12/24
Accepted: 04/22/24
DOI: 10.7290/tsc06czbz

Sara E. Ellison, Paul Tierney, Margaret Taylor

Abstract

Addressing social justice in supervision is essential to dismantling systemic oppression and infusing social justice practices into the profession of counseling. Despite the importance of social justice to the training and development of novice counselors, few models exist in the professional literature to guide supervisors wishing to integrate these essential competencies. This article proposes a simple, structured target model for social justice supervision utilizing the roles of Bernard's discrimination model to focus on self-awareness, client and supervisee worldview, the counseling and supervision relationship, social justice interventions, and evaluation procedures. Specific goals, strategies, and interventions, and the application of the model, are discussed.

Significance to the Public

Addressing social justice in supervision is essential for the training and development of novice counselors. This article proposes a target model for integrating social justice into supervision utilizing the roles of Bernard's discrimination model. Specific goals, strategies, interventions, and evaluation procedures, and application of the model, are discussed.

Keywords: social justice, clinical supervision, multicultural and social justice counseling competencies, discrimination model, counselor training

Social justice within the counseling profession is conceptualized as action promoting a sustainable and just world through the dismantling of systems of oppression and marginalization (Hays, 2020). The development of a social justice orientation is often triggered by an activating event or experience, such as witnessing injustice, listening to clients' conceptualizations of their marginalization, or recognizing the impact of one's own uninformed ignorance (Dollarhide et al., 2016). These experiences then become a meaningful and ongoing aspect of the counselor's professional identity, motivating them to engage in social justice work in response. Recent literature suggests mentorship and pedagogical methods to aid the social justice identity development (e.g., Messerschmitt-Coen et al., 2022; Vernam et al., 2022); in this article, we focus on the critical role clinical supervision plays in this process.

Clinical supervision has traditionally focused on assisting novice counselors in developing professional competence and protecting client welfare (Bernard & Goodyear, 2019); however, there is growing consensus around the importance of integrating social justice to support ethical practice (Fickling et al., 2019; Jones & Branco, 2020). Research has highlighted the significant influence of supervision on social justice orientation, indicating that these experiences may enhance supervisees' understanding of power differentials, White privilege, and their clients' systemic contexts (Merlin-Knoblich et al., 2022). Inattention to issues of race, culture, and inequity, on the other hand, can increase the possibility of microaggressions or racial trauma within supervision (Jones & Branco, 2023; Pieterse, 2018).

This shift is also reflected in the 2024 Council for the Accreditation of Counseling and Related

Sara E. Ellison, **Paul Tierney, and Margaret Taylor**, Department of Special Education, Rehabilitation and Counseling, Auburn University. Correspondence concerning this article should be addressed to Sara E. Ellison, Department of Special Education, Rehabilitation, and Counseling, Auburn University, 2084 Haley Center, Auburn, AL 36849 (email: szm0194@auburn.edu).

Educational Programs (CACREP) Standards, which emphasize the "integration of diversity, equity, inclusion, and social justice principles" in counselor education (CACREP, 2023, Standard B.3.f.), an item not seen as recently as the 2016 standards. Scholars have highlighted a gap between standards and competencies and the current practice of socially just supervision (Kemer et al., 2022), as well as the need to address colorblind models of supervision that may inadvertently perpetuate xenophobia and racism (Washington et al., 2023). However, practical frameworks addressing these calls to action are limited in the professional literature (Cartwright et al., 2021; Kemer et al., 2022).

Over the last 15 years, several theory-based supervision frameworks have been proposed to support social justice in supervision, including a social constructivist supervision framework (Chang et al., 2009), a feminist ecological model (Gentile et al., 2009), and a narrative supervision framework (Kahn & Monk, 2017). While these frameworks provide valuable guidance for supervisors, their utility is limited to those who prefer these theoretical approaches. More recently, Dollarhide and colleagues (2021) proposed a comprehensive, atheoretical model of social justice supervision that is informed by the Multicultural and Social Justice Counseling Competencies (MSJCC; Ratts et al., 2016). Whereas Dollarhide et al.'s (2021) social justice supervision model is a comprehensive, complex metamodel, the purpose of this article is to operationalize concepts of social justice supervision in a more accessible, specific manner, combining the discrimination model (Bernard, 1979) with the MSJCC. Bernard and Goodyear (2019) defined target models as models of supervision that are developed to serve a discreet supervisory need. Therefore, we propose a target model for social justice supervision with two salient goals: (a) to provide a simple, structured framework for supervisors to integrate social justice with the everyday tasks of supervision, and (b) to extend and enhance the discrimination model to be reflective of current social justice praxis.

The Discrimination Model

Developed in the mid-1970s, the discrimination model is an atheoretical process model of clinical supervision (Bernard, 1997). It is one of the most widely used and researched models of supervision, and it has been praised for its ease of application at both simple and more complex levels (Borders & Brown, 2005). Current empirical literature supports the effectiveness of this model in a variety of contexts, including group work (Luke & Goodrich, 2013) and working with novice supervisees (Ulker Tumlu, 2022). Likewise, conceptual manuscripts have highlighted the adaptability of the discrimination model, integrating it with other frameworks such as the common factors approach (Crunk & Barden, 2017), animal-assisted supervision (Jackson, 2020), and interpersonal theory (Brejcha, 2021). The discrimination model attends to two essential elements of supervision, the role of the supervisor and the focus of supervision (Bernard, 1997).

Three primary supervisory roles are described within the model: teacher, counselor, and consultant (Bernard, 1979). In the teacher role, the supervisor prioritizes providing instruction, modeling, structure, and direct feedback. The counselor role functions to enhance supervisee self-reflection, especially related to the ways in which their own emotional reactions impact the counseling and supervision process. The consultant role has been described as a collegial role that a supervisor may utilize to encourage self-efficacy or challenge a supervisee to think and act independently (Crunk & Barden, 2017).

Additionally, Bernard (1979) defined three possible foci for supervision: intervention, conceptualization, and personalization. Intervention skills include basic and advanced helping skills, the delivery of interventions, and procedural skills such as opening and closing a session. Conceptualization skills refer to the ways that the supervisee understands and thinks about their sessions, including recognizing patterns and themes and choosing interventions that are appropriate given the client's social and cultural context. Personalization skills involve the supervisee's

recognition of their own emotions, biases, values, and beliefs which may influence the conceptualization of clients or the process of counseling. A fourth area of focus, professional issues, was proposed by Lanning (1986); these skills include appropriate professional behavior and adherence to ethical and legal guidelines. Given these three roles and four areas of focus, a supervisor utilizing the discrimination model may respond to their supervisee in one of 12 different ways.

The authors chose this model of supervision as a means for integrating social justice competencies for several reasons. The discrimination model is widely known and empirically supported across a diversity of settings and populations, making it an accessible and adaptable framework regardless of the context of supervision (Bernard & Goodyear, 2019). Bernard's developmental view of competence is also in line with that of the MSJCC; both suggest that professional counselors are lifelong learners continuously developing skills, knowledge, and self-awareness (Bernard, 1979; Ratts et al., 2016). While this model has not yet been explored as a framework for centering the MSJCC in counseling supervision, Peters and Luke (2021) proposed a model of leadership supervision incorporating the discrimination model with principles of social justice and cultural responsiveness, highlighting the utility of attending to social justice across foci and roles. Lastly, the model is simple yet functional, allowing it to be integrated with more complex concepts of social justice without becoming overwhelming to novice supervisors.

Multicultural and Social Justice Counseling Competencies (MSJCC)

The MSJCC (Ratts et al., 2016) provide an essential framework to guide counselors in effectively addressing issues of intersectionality, power, privilege, and oppression in their work with clients across four developmental domains: counselor self-awareness, client worldview, counseling relationship, and counseling and advocacy interventions. Recent professional literature has focused on the importance of enacting social justice not just in counseling, but also in supervision (Dollarhide et al., 2021; Fickling et al., 2019; Jendrusina & Martinez, 2019). These scholars have argued that cultural awareness and competence (i.e., multicultural supervision) is insufficient without a commitment to social action with the goal of eliminating systemic societal inequities and oppression (i.e., social justice supervision). Literature integrating the MSJCC in supervision extends the four developmental domains to encompass self-awareness, awareness of client and supervisee worldview, counseling and supervisory relationship, and social justice supervision and counseling interventions (Fickling et al., 2019).

In social justice supervision, strategies such as broaching (Day-Vines et al., 2007) and cultural humility (Tervalon & Murray-Garcia, 1998) beget an exploration of culture, power, privilege, and oppression within the supervisory relationship (Jones & Branco, 2023; Pester et al., 2020), ultimately resulting in awareness and appreciation (Fickling et al., 2019). This appreciation provides scaffolding for a collaborative approach in which the supervisor models social justice action and supports the supervisee in developing their own social justice identity (Dollarhide et al., 2021; Fickling et al., 2019). Through this process, culturally relevant strategies and systemic perspectives become integrated into the supervisee's professional identity, advocacy work, and work with clients (Chang et al., 2009). Ultimately, social justice praxis becomes inextricably linked to the work of professional counselors, thereby facilitating transformation in the field (Dollarhide et al., 2021).

While it is clear that a paradigm shift moving supervision to focus on action-oriented social justice interventions would benefit both counselors and the communities they serve (Cartwright et al., 2021), scholarship guiding this process is limited. For example, in a content analysis of peer-reviewed supervision articles, Kemer et al. (2022) found social justice development to be underrepresented in the literature, despite increased attention to standards and competencies emphasizing inclusion

and antiracism. Similarly, participants in a qualitative study on culturally responsive supervision emphasized deficits in current supervision models related to social justice action (Cartwright et al., 2021). Traditional models of supervision, which are frequently grounded in Eurocentric values, may perpetuate oppression when applied to supervisees or clients of other racial and ethnic groups (Washington et al., 2023). As our understanding of social justice in the counseling profession continues to grow, so too should our models of supervision.

A Target Model for Social Justice Supervision

In response to the growing need for structured frameworks guiding social justice supervision (Kemer et al., 2022), as well as the call to remediate colorblind models of supervision (Washington et al., 2023), we propose a target model for social justice supervision. This model extends the roles of the discrimination model (teacher, counselor, consultant; Bernard, 1979) and integrates them with the developmental domains of the MSJCC to center social justice praxis across all aspects of supervision. We argue that this model provides practical guidelines for attending to the everyday tasks of supervision (e.g., intervention, conceptualization, and personalization) while also prioritizing critical issues of power, oppression, marginalization, equity, and liberation.

Unlike previous theory-based models, the target model for social justice supervision operationalizes social justice within an atheoretical framework. This model is also unique in its explicit focus on evaluation — a facet often overlooked in supervision literature incorporating the MSJCC, despite its inherent role in the supervision process. Just as supervisees may enter the supervisory relationship with a diversity of skills, knowledge, and attitudes, varying developmental levels exist in supervisors (Kemer, 2020; Pieterse, 2018). Utilizing a familiar framework may aid developing supervisors in the process and delivery of social justice supervision, thereby making the model accessible to a broader range of individuals. Table 1 illustrates this new, combined target model.

Application of the Model

The development of social justice competence is a lifelong process that unfolds across time and experience (Dollarhide et al., 2016). For this reason, it is important for supervisors to consider both their own developmental level and the readiness of the supervisee as they integrate social justice knowledge, skills, and action in supervision (Merlin-Knoblich et al., 2022). A developmental approach to social justice supervision recognizes that individuals' experiences, backgrounds, and contexts shape their understanding and engagement in social justice work, and therefore requires attentiveness to the complex privileged and marginalized identities that both supervisors and supervisees bring to the process (Pester et al., 2020). It is important to note that there is significant flexibility within the proposed model, giving supervisors the opportunity to develop their own style of engaging in social justice supervision. In this section, we discuss the application of the model in the domains of self-awareness, client and supervisee worldview, counseling and supervisory relationship, social justice interventions, and evaluation.

Self-Awareness

Extant literature supports self-awareness — both for the supervisor and the supervisee — as a critical facet of supervision (Fickling et al., 2019; Jones & Branco, 2023). Supervisors can benefit from engaging in critical reflection in preparation for social justice supervision, including attention to biases, assumptions, and their own racial identity development and intersectionality (Cartwright et al., 2021; Dollarhide et al., 2021). Supervisors can also contribute to the development of multicultural and social justice self-awareness in the supervisee (Sangganjanavanich et al., 2019). Clinical supervision often includes discussions aimed at increasing supervisees' awareness and

Table 1

A Target Model for Social Justice Supervision

Supervisee Developmental Needs

HIGH → ***LOW***

Supervisee Developmental Needs (***HIGH*** → ***LOW***)

	Teacher	**Counselor**	**Consultant**
Self-awareness	Supervisor highlights the importance of self-awareness; discusses their own strengths and cultural identities and invites supervisee to do the same	Supervisor facilitates exploration of the ways in which supervisee's socialization to dominant narrative influences conceptualization of clients	Supervisor and supervisee mutually assess and challenge the inherent power hierarchy present in supervision
Client and supervisee worldview	Supervisor teaches racial identity development and ecological systems models	Supervisor facilitates processing of supervisee self-doubt related to working with a client from a different cultural background	Supervisor recommends trans-affirmative resources to supervisee wishing to develop competence in working with trans client
Counseling and supervisory relationship	Supervisor provides feedback on the use of cross-cultural communication skills after reviewing tape of supervisee's session	Supervisor reflects supervisee's anxiety related to broaching and asks supervisee to consider how anxiety or avoidance behaviors may impact client	Supervisor encourages supervisee to consider the ways in which the client's experiences of oppression may impact the counseling relationship
Social justice interventions	Supervisor models addressing biased practices at institutional or work site	Supervisor asks supervisee to reflect on motivation and commitment to social action to alter local, state, and federal laws that further oppress marginalized clients	Supervisor and supervisee work together to dismantle systemic obstacles for clients and/or supervisee
Evaluation	Supervisor acknowledges evaluation's impact on power differential and introduces strategies to increase supervisee agency	Supervisor encourages supervisee self-evaluation of skills such as broaching and culturally responsive conceptualization	Supervisor and supervisee complete Intersectional Privilege Screening Inventory (Pester et al., 2020) and discuss results and their impact on supervisory relationship

understanding of their own reactions, choices, and emotions when working with clients. A social justice approach extends these conversations to include the ways that assumptions, biases, and understanding of marginalized and privileged identities may contribute to the way that supervisees experience clients and themselves. Utilizing the counselor role is one way that supervisors may broach these conversations. For example, a supervisor may ask, "How might your identity as a White gay man have influenced your conceptualization of this client?"

Other ways in which a supervisor may use this model to focus on self-awareness include the following:

- Supervisor models how supervisee might broach cultural factors related to their own privileged and marginalized identities with a client (*teacher;* Fickling et al., 2019)
- Supervisor reflects supervisee's beliefs about a client to help the supervisee gain self-awareness about what is preventing accurate empathy and a better understanding of the client's behavior (*counselor*)
- Supervisor provides the supervisee with resources to become more aware of their socioecological lens (*consultant;* Pester et al., 2020)

Client and Supervisee Worldview

In addition to facilitating the development of self-awareness, supervisors utilizing a social justice approach attend to modeling and teaching awareness to the worldview of others (Chang et al., 2009; Fickling et al., 2019). Just as a counselor should not expect their client to educate them on the ways that historical or current systemic factors impact their cultural group, a supervisor should take initiative to develop their own understanding of the supervisee's intersecting identities (Pieterse, 2018). This knowledge can then be integrated with awareness of the supervisee's personal experiences with privilege and oppression (Dollarhide et al., 2021). Broaching of these topics may begin with introductory conversations in early sessions and continue throughout the course of the supervision relationship. For example, a supervisor utilizing the counseling role may inquire about a Latinx supervisee's experiences at a primarily White institution. Later, this same supervisor may utilize the consultant role to connect the student with on-campus advocacy groups in line with her interests.

Other examples of ways in which a supervisor may target client and supervisee worldview include the following:

- Supervisor assigns supervisee to prepare a transcript of the session, identifying client statements that are related to the client's history, worldview, cultural background, values, beliefs, biases, and experiences (*teacher*)
- Supervisor reflects supervisee's feelings about their strengths and limitations when working with privileged and marginalized clients and asks supervisee to consider how those strengths and limitations might relate to client liberation (*counselor;* Dollarhide et al., 2021)
- Supervisor assists supervisee in identifying theories that explain how a client's intersecting identities impact their experiences and offers to brainstorm with the supervisee how this theory might be useful in counseling (*consultant;* Chang et al., 2009)

The Supervisory Relationship

Given the diverse identities that often exist between supervisor and supervisee (Pieterse, 2018) and persisting challenges of discrimination and inequity in counselor education (Washington et al., 2023), attention to social and cultural identities is essential to support this relationship. The absence of cultural competence in supervision has been found to negatively impact the supervisory working alliance, supervisee morale, and client outcomes (Jendrusina & Martinez, 2019). On the other hand, supervisory multicultural competence was associated with the development of a strong supervisory working alliance and increased supervisee self-efficacy (Crockett & Hayes, 2015).

While studies examining the impact of social justice supervision on the relationship are lacking in the professional literature, is the authors' position that a reciprocal relationship exists between social justice and the working alliance in supervision. A commitment to broaching intersectionality and disrupting oppression is expected to facilitate a secure, trusting working alliance (Jones & Branco, 2023); likewise, a strong relationship is supportive of the courageous conversations and mutual learning inherent in social justice supervision. Supervisors can facilitate the integration of culturally responsive relational strategies into supervisees' work with clients both implicitly (e.g., modeling; Fickling et al., 2019) and explicitly (e.g., direct feedback and instruction; Chang et al., 2009). For example, a supervisor utilizing the consultant role may assist their supervisee in locating community-based resources to extend the counseling relationship beyond the traditional office setting (Dollarhide et al., 2021).

Other ways in which a supervisor may use this model to focus on the supervision or counseling relationship include the following:

- Supervisor teaches supervisee how to initiate conversations to explore the impact of intersecting identities on the counseling relationship, then engages in a role play in which supervisee practices new skills and knowledge (*teacher*)
- Supervisor uses cultural humility and broaching to repair unintentional rupture in supervisory relationship (*counselor;* Jones & Branco, 2023)
- Supervisor provides supervisee with resources to further develop knowledge of the importance of client collaboration in systems advocacy efforts (*consultant;* Ratts et al., 2016)

Social Justice Interventions

A social justice approach to supervision requires the integration of practices aimed at promoting equity and dismantling structural systems that perpetuate oppression and marginalization (Dollarhide et al., 2021). This may include interventions to directly support supervisees who experience barriers that their peers may not. A supervisor utilizing the teaching role, for example, may educate their supervisee about opportunities for financial aid, grant funding, or other available assistance. Supervisors holding many privileged identities may find it necessary to intentionally decenter their own power in order to welcome the supervisee's strength, wisdom, and expertise into the process (Arczynski & Morrow, 2017). While cross-racial mentoring can certainly be beneficial to new counselors, supervisees of color often desire mentoring from BIPOC individuals who can relate to their unique professional challenges in a White-dominated profession (Brown & Grothaus, 2019). Supervisors, who may already have copious connections within the field, may be well-positioned to facilitate these introductions.

Professional literature has suggested that supervision may mitigate burnout by providing a venue for the development of resilience and self-care skills (Evans Zalewski, 2022). Supervisors can augment this process by inviting the supervisee to reflect on sources of cultural resilience and coping strategies in order to facilitate the building of community and meaning. Social justice interventions may also be focused on promoting social justice literacy through education and training (Cartwright et al., 2021). For example, a supervisor may assign a supervisee to read a study on the impact of cultural humility in counseling relationships to provide an opportunity for critical thinking and discussion.

Other ways in which a supervisor may target social justice interventions in supervision include the following:

- Supervisor teaches supervisee to apply empowerment-based theories to address internalized privilege experienced by privileged clients and internalized oppression experienced by marginalized clients (*teacher;* Gentile et al., 2009)
- Supervisor asks supervisee to examine the relationships that clients have with family,

friends, and peers that may be sources of support or nonsupport (*counselor*)

- Supervisor helps supervisee seek out opportunities to collaborate with clients to shape local, state, and federal laws and policies (*consultant;* Ratts et al., 2016)

Evaluation

Evaluation in supervision is focused on assessing and enhancing the competence of the supervisee, monitoring the quality of clinical services in order to protect client welfare, and, ultimately, evaluating the supervisee's readiness to function autonomously (Borders & Brown, 2005). Despite being essential to the supervision process, many supervisors struggle with their responsibility to evaluate supervisees due to competing desires to facilitate growth and fulfill the role of gatekeeper (Cook et al., 2018). Supervisors aspiring to incorporate social justice into their supervision practices may feel the dissonance related to balancing encouragement and assessment more acutely. For example, the recommendation to decenter or redistribute supervisor power (Cook et al., 2018; Dollarhide et al., 2021) may seem inconsistent with other scholars' (Borders & Brown, 2005) view that minimizing power and evaluative responsibilities is dishonest.

Sowbel (2012) suggested that it was possible for evaluation to occur in an empowering, nonoppressive manner, despite the innate contradictions between social justice values and the gatekeeping role of educators and field supervisors. She theorized that while role ambiguity cannot be eliminated, a strengths-based, nondiscriminatory approach that allows supervisees the opportunity to correct any deficiencies may be supportive of social justice values. Researchers have found that while supervisees often desired acknowledgement and discussion of power in supervision, supervisors did not consistently initiate these conversations (De Stefano et al., 2017). Within the current framework, the authors recommend candid discussions regarding the inherent power asymmetries related to evaluation and a commitment to utilizing culturally relevant, nonoppressive strategies (Jones & Branco, 2023). Additionally, it is recommended that supervisors consider the ways in which cultural beliefs, values, and norms may intersect with majority culture curricula, pedagogy, and assessment measures (Washington et al., 2023). Attention to bias that may interfere with the identification and management of competence problems is essential to engaging in evaluation in a manner that is consistent with values of social justice.

In addition to assessing supervisees' counseling dispositions, supervisors may find it useful to explore both their own and supervisees' efficacy related to social justice and culturally relevant interventions (Dollarhide et al., 2021). For example, ongoing formative feedback related to supervisees' skill with broaching, initiating advocacy work on clients' behalf, and culturally responsive conceptualization may support increased efficacy with these practices. Instruments that may be used to support discussion and learning in supervision are the Power Dynamics in Supervision Scale (Cook et al., 2018), the Intersectional Privilege Screening Inventory (Pester et al., 2020), and the Multicultural Supervision Scale (Sangganjanavanich et al., 2019).

Additional ways a supervisor may use this model to focus on evaluation include the following:

- Supervisor reviews criteria for summative evaluation with supervisee in advance of its use and invites supervisee to ask questions (*teacher;* Arczynski & Morrow, 2017)
- Supervisor empowers supervisee by reflecting areas of self-assessed competence and encourages supervisee to set manageable goals for improvement *(counselor)*
- Supervisor models cultural humility by inviting supervisee's expertise in assessing their social justice supervision skills using the Multicultural Supervision Scale *(consultant;* Sangganjanavanich et al., 2019)

Discussion and Implications

Consistent with the initiative to align clinical supervision practice with social justice standards and competencies (Kemer et al., 2022), we developed the target model for social justice supervision to offer a supervisory framework that intentionally integrates concepts of multiculturalism and social justice advocacy across all aspects of supervision. Although the discrimination model (Bernard, 1979) was not originally developed to focus on social justice, we believe that its integration with the MSJCC provides an ideal structure for supervisors to conceptualize and intervene across a diversity of supervisees, clients, and communities. Further, this model represents an important step toward contemporizing existing frameworks of supervision that, without careful consideration, may normalize and excuse xenophobia and racism (Washington et al., 2023).

Previous scholars' efforts have significantly advanced our understanding of social justice praxis in supervision. For example, Fickling et al. (2019) provided an overview of the supervision process guided by the MSJCC, emphasizing broaching as a fundamental skill, but did not provide a formal framework for application. Likewise, Dollarhide et al. (2021) developed a metamodel centering intersectionality, systems perspectives, and culturally responsive skills with the goal of transforming supervision and the profession. While this model provides a rigorous overview of social justice process and strategies, it may be perceived as overly complex by supervisors who are early in their social justice identity development. Neither of these models directly address how a supervisor might approach evaluation from a culturally responsive and socially just perspective. Our intention was to build upon the strengths of these previous articles to provide an accessible, structured framework that can be easily utilized across not just developmental levels of supervisees, but also developmental levels of supervisors.

As such, this model fills an important gap in the social justice supervision literature. For instance, site supervisors, who often have reduced exposure to conceptual and empirical research compared to their university counterparts (Kemer et al., 2022), may benefit from a model situating social justice praxis in a familiar framework. Similarly, entry-level supervisors, such as doctoral students, may benefit from the specific actions and concrete suggestions described in this article. Discussion pertaining to social justice and advocacy in graduate training is often theoretical in nature; therefore, the supervised practice that occurs before and after graduation is integral to cultivating an understanding of how to apply these concepts with clients (Na & Fietzer, 2020). The incorporation of this model into counselor education curriculum may provide these students with an opportunity to critically examine existing models of supervision and cultivate new skills while under the guidance of more experienced professionals.

Limitations and Future Research

The target model for social justice supervision, in isolation, is not reflective of the full scope of knowledge, skills, and action that can be integrated into a liberated and transformative supervision setting. Rather, it provides an accessible framework for supervisors to build upon as they grow in their own development of social justice supervision praxis. It is recommended that supervisors continually assess their competence in promoting social justice (Fickling et al., 2019), especially given that they may work with supervisees whose racial identity development exceeds their own (Pieterse, 2018).

Although our model is grounded in professional literature and existing theories on social justice and supervision, no empirical research has examined its utility or effectiveness. As a result, appropriate caution should be utilized by supervisors and educators wishing to apply it to supervision practice. Future scholarly work may be aimed at investigating the utility, challenges, and benefits of this model to supervisors, supervisees, and clients. For instance, research exploring the application of

this model by both entry-level and expert supervisors may clarify which roles most effectively integrate social justice praxis in supervision. Additionally, comparative studies with other models of social justice supervision may further our understanding of distinct strengths and weaknesses of this model.

Conclusion

The target model for social justice supervision provides an accessible and actionable framework to center social justice within counseling supervision. Social justice supervision models have been discussed in scholarly literature (Chang et al., 2009; Dollarhide et al., 2021; Fickling et al., 2019; Gentile et al., 2009), but simple, targeted models to incorporate these essential competencies into clinical supervision are lacking. Future research is needed to evaluate the effectiveness of this model and its impact on supervisee professional identity, clinical outcomes, and the reduction of disparities in mental health care.

References

Arczynski, A. V., & Morrow, S. L. (2017). The complexities of power in feminist multicultural psychotherapy supervision. *Journal of Counseling Psychology, 64*(2), 192–205. https://doi.org/10.1037/cou0000179

Bernard, J. M. (1979). Supervisor training: A discrimination model. *Counselor Education and Supervision, 19*(1), 60–68. https://doi.org/10.1002/j.1556-6978.1979.tb00906.x

Bernard, J. M. (1997). The discrimination model. In C. E. Watkins, Jr. (Ed.), *Handbook of psychotherapy supervision* (pp. 310–327). John Wiley & Sons, Inc.

Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision.* Pearson.

Borders, L. D., & Brown, L. L. (2005). *The new handbook of counseling supervision.* Lawrence Erlbaum Associates.

Brejcha, R. J. (2021). Introduction to the interpersonal discrimination model applied to clinical supervision: A relational approach for novice counselors. *Journal of Counselor Preparation and Supervision, 14*(2). https://digitalcommons.sacredheart.edu/jcps/vol14/iss2/2

Brown, E. M., & Grothaus, T. (2019). Experiences of cross-racial trust in mentoring relationships between black doctoral counseling students and white counselor educators and supervisors. *The Professional Counselor, 9*(3), 211–225. https://doi.org/10.15241/emb.9.3.211

Cartwright, A. D., Carey, C. D., Chen, H., Hammonds, D., & Reyes, A. G. (2021). Multi-tiered intensive supervision: A culturally-informed method of clinical supervision. *Teaching and Supervision in Counseling, 3*(2), Article 8. https://doi.org/10.7290/tsc030208

Chang, C. Y., Hays, D. G., & Milliken, T. F. (2009). Addressing social justice issues in supervision: A call for client professional advocacy. *The Clinical Supervisor, 28*(1), 20–35. https://doi.org/10.1080/07325220902855144

Cook, R. M., McKibben, W. B., & Wind, S. A. (2018). Supervisee perception of power in clinical supervision: The Power Dynamics in Supervision Scale. *Training and Education in Professional Psychology, 12*(3), 188–195. https://doi.org/10.1037/tep0000201

Council for the Accreditation of Counseling and Related Educational Programs (2023). *2024 CACREP standards.* https://cacrep.org/for-programs/2024-cacrep-standards

Crockett, S., & Hays, D. G. (2015). The influence of supervisor multicultural competence on the supervisory working alliance, supervisee counseling self-efficacy, and supervisee satisfaction with supervision: A mediation model. *Counselor Education and Supervision, 54*(4), 258–273. https://doi.org/10.1002/ceas.12025

Crunk, A. E., & Barden, S. M. (2017). The common factors discrimination model: An integrated approach to counselor supervision. *The Professional Counselor, 7*(1), 62–75. https://doi.org/10.15241/aec.7.1.62

Day-Vines, N. L., Wood, S. M., Grothaus, T. Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development, 85*(4), 401–409. https://doi.org/10.1002/j.1556-6678.2007.tb00608.x

De Stefano, J., Hutman, H., & Gazzola, N. (2017). Putting on the face: A qualitative study of power dynamics in clinical supervision. *The Clinical Supervisor, 36*(2), 223–240. https://doi.org/10.1080/07325223.2017.1295893

Dollarhide, C. T., Clevenger, A., Dogan, S., & Edwards, K. (2016). Social justice identity: A phenomenological study. *Journal of Humanistic Psychology, 56*(6). 1–22. https://doi.org/10.1177/0022167816653639

Dollarhide, C. T., Hale, S. C., & Stone-Sabali, S. (2021). A new model for social justice supervision. *Journal of Counseling & Development, 99*(1), 104–113. https://doi.org/10.1002/jcad.12358c

Evans Zalewski, S. L. (2022). Burnout, self-care, and supervision in middle school counselors. *Journal of Counselor Preparation and Supervision, 15*(1). https://digitalcommons.sacredheart.edu/jcps/vol15/iss1/4

Fickling, M. J., Tangen, J. L., Graden, M. W., Grays, D. (2019). Multicultural and social justice competence in clinical supervision. *Counselor Education and Supervision, 58*(4), 309–316. https://doi.org/10.1002/ceas.12159

Gentile, L., Ballou, M., Roffman, E., & Ritchie, J. (2009). Supervision for social change: A feminist ecological perspective. *Women and Therapy, 33*(1–2), 140–151. https://doi.org/10.1080/02703140903404929

Hays, D. G. (2020). Multicultural and social justice counseling competency research: Opportunities for innovation. *Journal of Counseling & Development, 98*(3), 331–344. https://doi.org/10.1002/jcad.12327

Jackson, A. (2020). Four paws to the future: Animal-assisted supervision using the discrimination model. *Journal of Creativity in Mental Health,* 1–10. https://doi.org/10.1080/15401383.2020.1848676

Jendrusina, A. A., & Martinez, J. H. (2019). Hello from the other side: Student of color perspectives in supervision. *Training and Education in Professional Psychology, 13*(3), 160–166. https://doi.org/10.1037/tep0000255

Jones, C. T., & Branco, S. F. (2020). The interconnectedness between cultural humility and broaching in clinical supervision: Working from the multicultural orientation framework. *The Clinical Supervisor, 2*, 198–209. https://doi.org/10.1080/07325223.2020.1830327

Jones, C. T., & Branco, S. F. (2023). Cultural humility and broaching enhancements: A commentary on "Getting off the racist sidelines: An antiracist approach to mental health supervision and training" (Legha, 2023). *The Clinical Supervisor, 42*(2), 248–262. https://doi.org/10.1080/07325223.2023.2252415

Kahn, S. Z., & Monk, G. (2017). Narrative supervision as a social justice practice. *Journal of Systemic Therapies, 36*(1), 7–25. https://doi.org/10.1521/jsyt.2017.36.1.7

Kemer, G. (2020). A comparison of beginning and expert supervisors' supervision cognitions. *Counselor Education & Supervision, 59*(1), 74–92. https://doi.org/10.1002/ceas.12167

Kemer, G., Li, C., Attia, M., Chan, C. D., Chung, M., Li, D., Neuer Colburn, A., Peters, H. C., Ramaswamy, A., & Sunal, Z. (2022). Multicultural supervision in counseling: A content analysis of peer-reviewed literature. *Counselor Education and Supervision, 61*(1), 2–14. https://doi.org/10.1002/ceas.12220

Lanning, W. (1986). Development of the supervisor emphasis rating form. *Counselor Education and Supervision, 25*(3), 191–196. https://doi.org/10.1002/j.1556-6978.1986.tb00667.x

Luke, M., & Goodrich, K. M. (2013). Investigating the LGBTQ responsive model for supervision of group work. *The Journal for Specialists in Group Work, 38*(2), 121–145. https://doi.org/10.1080/01933922.2013.775207

Merlin-Knoblich, C., Taylor, J. L., & Newman, B. (2022). A case study exploring supervisee experiences in social justice supervision. *The Professional Counselor, 12*(1), 82–98. https://doi.org/10.15241/cmk.12.1.82

Messerschmitt-Coen, S., Garcia, G., Dollarhide, C. T., & Drew, D. (2022). A pilot study on counselor trainees' social justice identity development and effective pedagogy in a multicultural counseling course. *Teaching and Supervision in Counseling, 4*(1). https://doi.org/10.7290/tsc04i3h7

Na, G., & Fietzer, A. W. (2020). A national survey of social justice engagement among professional counselors. *Journal of Counseling & Development, 98*(3), 319–330. https://doi.org/10.1002/jcad.12326

Pester, D. A., Lenz, S., & Watson, J. C. (2020). The development and evaluation of the intersectional privilege screening inventory for use with counselors-in-training. *Counselor Education & Supervision, 59*(2), 112–128. https://doi.org/10.1002/ceas.12170

Peters, H. C., & Luke, M. (2021). Supervision of leadership model: An integration and extension of the discrimination model and socially just and culturally responsive counseling leadership model. *Journal of Counselor Leadership and Advocacy, 8*(1), 71–86. https://doi.org/10.1080/2326716X.2021.1875341

Pieterse, A. L. (2018). Attending to racial trauma in clinical supervision: Enhancing client and supervisee outcomes. *The Clinical Supervisor, 37*(1), 204–220. https://doi.org/10.1080/07325223.2018.1443304

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development, 44*(1), 28–48. https://doi.org/10.1002/jmcd.12035

Sangganjanavanich, V. F., & Dang, Y., & Liang, X. (2019). The validation of the multicultural supervision scale. *The Journal of Counselor Preparation and Supervision, 12*(4). https://repository.wcsu.edu/jcps/vol12/iss4/8

Sowbel, L. R. (2012). Gatekeeping: Why shouldn't we be ambivalent? *Journal of Social Work Education, 48*(1), 27–44. https://doi.org/10.5175/JSWE.2012.201000027

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved, 9*(2), 117–125. https://doi.org/10.1353/hpu.2010.0233

Ulker Tumlu, G. (2022). The effect of discrimination model-based group supervision on counseling self-efficacy and insights of novice supervisees. *International Journal of Psychology and Educational Studies, 9*(4), 1270–1285. https://dx.doi.org/10.52380/ijpes.2022.9.4.905

Vernam, J., Paulson, B., Falkenstien, B. D., Bohecker, L., & Nivischi, E. (2022). Determining cross-cultural mentorship readiness in counselor education and supervision programs. *Teaching and Supervision in Counseling, 4*(1). https://doi.org/10.7290/tsc04cw62

Washington, A. R., Williams, J. M., & Byrd, J. A. (2023). Exposing blindspots and the hidden curriculum within counselor supervision models. *Counselor Education and Supervision, 62*(2), 149–156. https://doi.org/10.1002/ceas.12260

Author Information

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

The authors reported no financial support for the research, authorship, and/or publication of this article.

Sara E. Ellison, MS, LPC, NCC, is a doctoral candidate in Auburn University's counselor education program. Her research interests include trauma and resilience, perfectionism and overcontrol, and social justice supervision practices.

Paul Tierney, MEd, LPC-S, is a therapist at Children's of Alabama and a doctoral student in counselor education at Auburn University. His research interests are social justice, telehealth, and foster families.

Margaret Taylor, PhD, LPC-S, NCC, BCTMHC, is a professor of practice and clinical director in the Department of Special Education, Rehabilitation and Counseling at Auburn University. Dr. Taylor's research interests include mitigating vicarious trauma in counselors, promoting wellness in first responders, preparing counselors for court testimony, and trauma informed supervision practices.

How to Cite this Article:

Ellison, S. E., Tierney, P., & Taylor, M. (2024). A target model for social justice supervision. *Teaching and Supervision in Counseling, 6*(3), 1–12. https://doi.org/10.7290/tsc06czbz