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Integrating Social Justice Advocacy in Clinical Supervision

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This is to certify that the doctoral dissertation by

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Walden University
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Abstract

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MS, Alverno College, 2015

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Dissertation Submitted in Partial Fulfillment

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Counselor Education and Supervision

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Abstract

A research gap exists on the process for how supervisors effectively address social justice advocacy (SJA) in clinical supervision within the counseling profession. The purpose of this constructivist grounded theory (CGT) study was to increase understanding of the process by which SJA can be integrated into clinical supervision and thus generate a theory for teaching supervisors to effectively integrate SJA into clinical supervision. A constructivist grounded theory approach provided direction on the structure of this study to identify how professors who are social justice advocates and provide clinical supervision to doctoral students in Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited counseling programs implement social justice advocacy into their clinical supervision. Data were collected via interviews with six participants. Data analysis was ongoing throughout the study and consisted of two phases, line by line and larger thematic coding. Themes and subthemes that emerged within this study included the impact of supervisors' personal lived experiences, using an integrated developmental model approach, modeling SJA, and expanding supervisee perspectives. Social change that could come about from implementing the CGT that emerged from this study is that there will be added guidance for the counseling profession on how supervisor training is conducted regarding incorporating SJA in clinical supervision. It is hoped that through effective SJA driven supervision, counselors will be more effective at addressing issues related to social change, justice, and/or equity. In turn, when all counselors can engage in SJA confidently, what results is a transformative change of systems and communities and ultimately a move towards a more equitable society.

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Dedication

This study is dedicated to my father, LeRoy Rodgers. Thank you for setting the foundation. I know you would be proud.

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Chapter 1: Introduction to the Study

According to the American Counseling Association (ACA, 2014) *Code of Ethics* and the *Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession* (Ratts et al., 2016), clinical supervisors within the counseling profession have an obligation to demonstrate competency in supervision theory along with being able to effectively address social justice advocacy (SJA) issues. Currently, the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) upholds supervisor training standards for doctoral counselor education and supervision programs. Also, some states have a supervisor designation on the license. However, there is no universal criteria or certification to become a clinical supervisor within the counseling profession which leaves room for varied interpretations about who is eligible to be a supervisor (Nate & Haddock, 2014; O'Donovan et al., 2017). Although some standards do exist to varying degrees, many clinical supervisors have not engaged in formal supervisory training and therefore may lack the skills to provide effective supervision and do not have the skills to effectively integrate SJA within their supervisory practice (Aasheim, 2012; Falender, 2018).

In this chapter, I will provide an overview of the study. This overview will identify the background to the study, problem and purpose statement, nature of the study, data types, and barriers. I will also discuss the significance of this study and the impact for the counseling profession.

Background

The SJA competencies provide counselors with a set of professional expectations and ethical standards to guide practice (ACA, 2015; Ratts et al., 2015; Ratts & Greenleaf, 2018; Ratts & Pedersen, 2014). More than ever with the awareness of police brutality, economic hardship, and daily uncertainty greatly influenced by the COVID-19 Pandemic, the importance of addressing issues related to systemic barriers within the counseling profession is ever more important. However, when it comes to SJA, counselors are often left with theoretical knowledge alone and lack specific direction on how to engage in concrete SJA-oriented practice (Ratts & Greenleaf, 2018; Ratts & Pedersen, 2014).

Within the counseling profession, the ACA Code of Ethics, CACREP standards, and current literature identified that the supervisor is responsible for effective SJA skill development within their supervisees (ACA, 2014; CACREP, 2017; Falender, 2018; Goodman et al., 2018; Merlin & Brendel, 2017). Zimmerman et al., (2016) identified that supervisors are to have a level of competency that includes awareness of and attention to issues related to diversity and SJA during the supervision process. However, Falender (2018) identified that not all supervisors are competent in supervision and lack the knowledge and skill necessary to incorporate SJA into supervision. There is a gap in formal supervision training which impacts the supervisor's ability to address the full scope of developmental needs of counselors in training (Falender, 2018; O'Donovan et al., 2017; Zimmerman et al., 2016).

Despite the growing literature related to SJA within the counseling profession, there continues to be a dearth of information related to how to effectively develop SJA

skills (Hoover & Morrow, 2016). Current literature focuses more on student development of SJA skills within counseling programs. However, counseling programs have a limited timeframe, and few studies examine post-graduate counselor development. Additionally, many programs focus on multicultural competency at a theoretical level with minimal emphasis on SJA skill development (Collins et al., 2015). This led to the inquiry into how to effectively train supervisors to integrate and cultivate SJA skills within supervisees within field experiences, post-graduation, and beyond.

Problem Statement

The American Counseling Association (ACA, 2014) *Code of Ethics* provides standards for training clinical supervisors prior to engaging in supervision practice. However, many clinical supervisors lack the training and skillset to provide effective supervision despite evidence that formal supervision correlates with effective supervisor development and effectiveness (Merlin & Brendel, 2017). In many scenarios, supervisors will emulate what they have learned from other untrained supervisors and do not understand that clinical supervision is a field of study based on theories, ethics, and models (Aasheim, 2012; Falender, 2018).

Furthermore, the ACA (2014) *Code of Ethics* and Ratts et al., (2016) *Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession* endorse the supervisor's specific responsibility of addressing SJA within clinical supervision. Bevly et al. (2017) identified that while there are supervision techniques that can be used to foster SJA in supervisees (such as activities to foster supervisee self-awareness, modeling, and teaching about systemic impact), minimal

information exists regarding how to train supervisors to effectively implement these techniques or to develop mature SJA skills in supervisees. For counselors in training to embrace the advocate role, SJA-oriented training must be part of their development (Hoover & Morrow, 2016). Clinical supervisors have a responsibility for the development of SJA skills for counselors in training (Hoover & Morrow, 2016; Ratts et al., 2016; Zimmerman et al, 2016). However, despite ethical expectations and supervisees developmental needs, a research gap exists on the process for how supervisors are effectively addressing SJA in supervision. Because of these reasons, it is in the interest of the counseling profession to explore and cultivate a grounded theory that explains the process of implementing and integrating SJA into clinical supervision.

Purpose

The purpose of this constructivist grounded theory (CGT) study was to increase understanding of the process by which SJA can be integrated into clinical supervision, and thus generate a theory for teaching supervisors to effectively integrate SJA in clinical supervision. The counseling profession has ethical guidelines and obligations that clinical supervisors must be competent in clinical supervision theory and are expected to address SJA within their supervision practice. However, many supervisors lack formal training and there is a lack of research about training supervisors to foster SJA in supervisees. This CGT study was needed to understand the process for implementing SJA in supervision. I interviewed professors who teach and provide clinical supervision to doctoral students in CACREP accredited counseling programs. Participants needed to be fully licensed by their state to practice counseling and provide supervision. Participants

also needed to have at least five years of experience in teaching and practicing clinical supervision. Further, to ensure that participants had practical experience integrating SJA into supervision, participants had to identify at least three ways on how they have integrated SJA into their supervision approach. The theory developed from this study may provide guidance for the counseling profession on how supervisor training is conducted regarding incorporating SJA in clinical supervision.

Research Question

How do professors who are social justice advocates and provide clinical supervision to doctoral students in Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited counseling programs implement social justice advocacy into their clinical supervision?

Conceptual Framework

A CGT approach following Charmaz's (2014) principles guided exploration of implementing SJA in clinical supervision. The goal of this study was to understand the processes, actions, and perspectives of clinical supervisors when addressing SJA with supervisees. CGT was used to explore and construct a theory that explains a psychosocial phenomenon (Barello et al., 2015). CGT was a flexible yet strategic approach to collecting and analyzing data. Furthermore, I coconstructed with the participants the research study and theory as this framework recognized the impact on the research in meaning making and interpretation during coding and analysis. I chose this framework as CGT is often used to explore social justice issues and counseling practice (see Charmaz,

2014). This made a constructivist approach an appropriate framework for bringing direction to how to effective implement SJA in clinical supervision.

Nature of the Study

The nature of this study was a CGT qualitative approach (Bryant & Charmaz, 2019). Due to the need to understand the process that is occurring when implementing SJA in clinical supervision, a CGT research approach allowed for exploring the participants' processes, perceptions, and meaning making as clinical supervisors integrate SJA in their supervision practice, which was the focus of this study. I used semistructured interviews to collect data. The questions and approach needed to be purposeful and aimed at understanding the participants' experiences as CGT is an evolving research approach that adapted throughout the data collection process (Bryant & Charmaz, 2019; Patton, 2015).

Definitions

Clinical supervision: Support and oversight provided to counselors in training or fully licensed counselors by a more seasoned counselor to promote further counselor development, and effective and ethical counseling practice (Bernard & Goodyear, 2014)

Multicultural competence: A counselor's ability to understand privilege and have self-awareness of attitudes and beliefs, knowledge, and skills to minimize biases when interacting with clients, supervisees, and the larger community (Ratts et al., 2016).

Social justice advocacy: The act of moving beyond solely recognizing that an individual can experience various forms of oppression in society to taking collaborative

action alongside or on behalf of the client to address change on micro, macro, and meso levels (Ratts & Pedersen, 2014).

Assumptions, Limitations, Scope, and Delimitations

One of the main assumptions of this study was centered around the participants of doctoral level counselor educators. I assumed that doctoral level counselor educators presented with a certain level of expertise and ability to identify their processes in addressing SJA in clinical supervision. I also assumed that the participants will be honest in their reporting.

The scope and delimitation of this study was limited to the perception and experiences of doctoral level counselor educators and supervisors from CACREP accredited programs who are social justice advocates. This study did not include masters level supervisors or supervisors outside the counseling profession. This choice was rooted in the need to reduce variance in training related to supervision.

One of the limitations that impacted this study included generalizability. Within this study, the sample size was small and may not be generalizable to the larger population. Furthermore, I interviewed doctoral level trained counseling professionals which may not be generalizable to master's level trained counseling professionals. Also, this study did not include the perspective and experiences of supervisees. Studying supervisees' experiences may be an important area of future research to identify supervision approaches that were effective in cultivating SJA skills.

Lastly, regarding limitations, despite the counseling profession embracing the ideal of contributing to literature and decreasing the barriers within clinical supervision,

finding participants for this study was quite difficult. It was noted by a participant that finding participants who met the criteria for this study was like finding the unicorns of the counseling field. Those who met the criteria for this study were often in program leadership roles or had very heavy schedules. Furthermore, not all clinical supervisors who met criteria considered themselves social justice advocates. This resulted in data collection taking much longer to complete as participants were very hard to find.

Significance

CGT research is often used to explore issues related to social justice (Charmaz, 2014). CGT allows for exploring substantive questions related to social justice issues and can bring insight into the systemic process and changes that are occurring (Charmaz, 2014). Studies may show what inequalities look like on micro and macro levels. Due to the evolving and constructivist approach that occurs in CGT, issues such as hegemony and domination cannot be blanketed over the data but, viewed as a potential contributing factor to be explored throughout data collection and analysis to determine the significance and relevance (Charmaz, 2014).

SJA, social change, justice, and equity are embedded within the ethical and professional counselor identity (ACA, 2014); yet there exists a dearth in the research literature. It was important to fill this gap in literature and knowledge to promote effective and ethical counselor and supervision practice. The theory that emerged from the results of this study may provide direction and guidance for the counseling profession and will contribute to the current body of knowledge about how to effectively train supervisors to address SJA in their supervision practice. Counselor Education and

Supervision programs will be able to use processes and actions from this theory within their training and curriculum. Enhancing supervisor's skillsets will promote cultivating supervisee competency and ethical and professional counselor identity.

Summary

In this chapter, I provided an overview of the background of this study, the problem and purpose statement, the research question, and conceptual framework. I also defined the significance of this study for advancing supervision training within the counseling profession. In the next chapter, I will provide an in-depth literature review related to SJA skill development, SJA competency, and clinical supervision.

Chapter 2: Literature Review

More than ever, issues related to injustice permeates all living within the United

States of America and around the globe. In the wake of increased awareness of police

brutality, economic inequality, siloed systems, and legislation limiting the rights of

individuals, counselors have been placed on the forefront of working with clients as they

navigate the various systems impacting their lives. More so, the unexpected impact of the

COVID-19 crisis on human lives has exemplified how broken the various systems, such

as healthcare, employment, and K12 public education are within the United States and

the negative impact on quality of life across the country.

Professional counselors are given a set of competencies and ethical standards to

guide practice in relation to SJA (ACA, 2015; Ratts et al., 2015; Ratts & Greenleaf, 2018;

Ratts & Pedersen, 2014). However, what often happens is students are given a set of

competencies with little direction for how to engage in SJA oriented practice.

Furthermore, the depth of why the competencies are needed is often neglected within the

coursework.

What makes the counseling profession different than other helping professions

such as social work or psychology is the focus on personal development, prevention, and

overall wellness (Brat et al., 2016). The counseling profession promotes work beyond the

traditional counseling environment to include addressing micro and macro systemic

issues that impact client's lives. With that aspect in mind, part of the professional

counselor identity includes having skills in addressing SJA. Developing SJA practices is

not a linear path. However, it is a critical professional development process as counselors

gain competency in the areas of attitudes and beliefs, knowledge, skills, and advocacy to address cultural issues related to power and oppression (Greenleaf et al., 2016; Ratts et al., 2015). Though multicultural and social justice concepts have been part of the counseling profession since the emergence of the profession, it was not until the civil rights era that multicultural competencies became a true focus within the counseling profession. It was not until decades later that social justice became part of the competencies that counselors should aspire to (Ratts & Pedersen, 2014; Ratts et al., 2015).

The paucity of literature encouraged several counseling leaders to conduct further research on advocacy efforts within the counseling profession (Chan et al., 2019). The theme that emerged is that SJA competencies were developed as a response to the reality that the various systems within a client's environment can have impact on their quality of life (Greenleaf et al., 2015; Ratts et al., 2015). Counselors' ability to impact growth and promote self-actualization is limited by traditional counseling interventions rooted in talk therapy within an office setting which do not address these larger systems (Greenleaf et al., 2016). The advocacy movement promotes the integration of addressing issues related to equity that impact marginalized communities by working with or on behalf of their clients. This enforces the concepts that counselors have a responsibility to create systemic change (Chan et al., 2019).

The MSJCC provided a framework that identified benchmarks for competency development (Ratts et al, 2015). The competencies are aligned with the roles, responsibilities, and functions of a professional counselor. This framework serves as the

foundation for theories, methods, practices, and further research related to promoting advocacy in the counseling profession (Chan et al., 2019).

Despite the growing literature related to SJA within the counseling profession, there continues to be a shortage of information related to how to effectively develop SJA skills (Hoover & Morrow, 2016). The limited research literature focuses on student development within counseling programs (Collins et al., 2015) however, a typical counseling student receives only one course on multiculturalism with little emphasis on SJA. This led to the inquiry into how to effectively train supervisees within field experiences during internship and externship on SJA skills and practices (Hage et al., 2020).

It is the responsibility of the counseling supervisor for instilling SJA into supervisees within field experiences and beyond (Hoover & Morrow, 2016; Ratts et al., 2016; Zimmerman et al, 2016). Currently, there is a shortage of information regarding how to train supervisors to effectively implement these techniques or to develop mature SJA skills in supervisees. In this chapter, I will review what is currently known about SJA competencies, how counselors develop SJA competence, the role of the supervisor in developing competencies, and the current training process for supervisors to address SJA in supervision.

Literature Search Strategy

In this section, I will describe the literature review strategy. I identified literature based on its significance in relation to the main concepts. The main concepts explored included SJA competency, clinical supervision competency, and developing SJA oriented

counselors. The keywords searched were *code of ethics, clinical supervision, counselor development, grounded theory, social justice advocacy, social justice competency, supervision, social justice.* I used a combination of terms within the following databases: PsychoInfo, SAGE Journal: Professional School Counseling, SAGE Journal, Taylor and Francis, and a Thoreau search of multiple databases.

Within this literature review, I wanted to explore the basis of SJA competencies within the counselor profession. I also sought to describe the current literature on supervisor competency of SJA and supervisor's ability to instill SJA within their supervisees. I further explored the outcomes of developing SJA-oriented counselors. It must be noted that my literature search focused on articles for the counseling profession and focused minimally on articles from a psychology or social work perspective despite the similarities. This was done to promote advocacy for the counseling profession by addressing the philosophy and specifics related to counseling and by promoting further scholarship for the counseling profession. Due to the counseling professions unique philosophical orientation, focusing on counseling research is most appropriate.

Conceptual Framework

The conceptual framework for this study is based on Charmaz's (2014) CGT. The CGT framework is a variation of traditional grounded theory which embraces the researcher's perspective and process (Charmaz, 2014). The researcher's lived experiences are assumed to impact the findings of the study (Baines & Edwards, 2018). Ultimately, data collection is an interactive process that is constructed, subjective, and contextual (Baines & Edwards, 2018). CGT utilizes an inductive process that is strategic yet flexible

and leads to the construction of a theory that explains a psychosocial phenomenon (Barello et al, 2015; Charmaz, 2014). The CGT framework will guide the cocreation of a grounded theory that aims to provide direction for teaching supervisors on how to integrate SJA in clinical supervision.

Furthermore, the conceptual framework for this study will be based on the counselor advocate scholar (CAS) model (Ratts & Pederson, 2014). CAS is a conceptual framework adapted from the scientist-practitioner-advocate model to guide the integration of social justice within the counseling profession. The model promotes the ideal that multicultural and SJA is the intersection of the counselor, advocate, and scholar roles and that all roles inform each other (Ratts & Pedersen, 2014).

There is a lack of literature currently available on supervisor development to effectively integrate SJA within their practice. The integration of the Charmaz's (2014) CGT framework and Ratts and Pederson's (2014) CAS framework provides a holistic approach for the exploration and creation on how to better prepare supervisors to address SJA. Additionally, this integrated framework supports the ethical guidelines put forth by the counseling profession related to SJA skill development and competency (ACA, 2014; CACREP, 2016; Ratts & Pederson, 2014).

Literature Review

In this section, I will provide an overview of the key concepts within the literature review. The main concepts are connected to SJA in supervision and supervisor competency to address and cultivate SJA-oriented supervisees. The following describes the current knowledge about the key concepts.

Multicultural Counselor Competence

The multicultural perspective within the counseling profession emerged during the civil rights era in the 1950s (Ratts & Pedersen, 2014). Historically, limited multiculturally-oriented research resulted in many clinical practices that were not always effective in meeting the needs of diverse clients (Ratts & Pedersen, 2014). Factors related to the client's culture and values were often ignored as more attention was focused on creating theories and techniques that were in competition with the natural sciences.

The Multicultural Counseling Competencies were created to promote counselors' identification with and understanding of the interconnectedness of all things and that oppression significantly impacts individual growth and development (Ratts & Pederson, 2014; Ratts et al., 2016; Wang et al., 2016). Furthermore, multicultural competence embraces that the counseling relationship is influenced by the values and biases of clients and the counselor. Overall, the goal of multicultural competence within counseling is to increase the counselor's self-awareness of attitudes and beliefs, develop knowledge, and cultivate skills to minimize biases. From that learned self-awareness and knowledge, the counselor will be able to use techniques and define goals that honor the clients' lived experiences, cultures, and values (Celinska & Swazo, 2015; Ratts & Pedersen, 2014; Ratt et al., 2016).

Social Justice Advocacy

To understand the development of SJA competency, it is important to first discuss the historical development and the concepts related to SJA. SJA is an expansion of the multicultural counseling competencies in that instead of solely recognizing that various

forms of oppression in society can have an impact on individuals, counselors play a

pivotal role in addressing the issues related to oppression that impact their clients' lives

(Ratts & Pedersen, 2014). Clients often experience barriers by external influences that

have an impact on their wellness (Ratts & Pedersen, 2014; Ratts et al., 2015). By moving

to an advocacy-based perspective, in which the counselor acts alongside or on behalf of

the client, a collaborative process with the client is promoted that addresses change on

micro, macro, and meso levels (Ratts & Pedersen, 2014).

Client and Professional Advocacy

Advocacy in counseling can refer to client advocacy and professional advocacy

(Brat et al., 2016; Storlie et al., 2019). Client advocacy refers to acting with or on behalf

of a client in a way that promotes client empowerment and overcoming societal barriers

that impact overall health and quality of life. Counselors take on the role of being a

change agent (Brat et al., 2016; Ratts et al, 2015; Ratts & Pederson, 2016; Storlie et al.,

2019).

Professional advocacy turns the focus towards advocating for the profession (Brat

et al., 2016; Storlie et al., 2019). Professional advocacy focuses on promoting the

perception within the larger society that the counseling field consist of capable educators,

healers, providers, and researchers who can provide effective services to improve the

overall quality of life on various systemic levels (Brat et al., 2016; Storlie et al., 2019). It

must be noted that within this study, the focus will be more heavily focused on client

advocacy.

Multicultural and Social Justice Counseling Competency Framework

Ratts et al. (2015) cultivated the multicultural and social justice counseling

competencies (MSJCC) framework to address the expanding issues related to inequity

that impact a client's overall quality of life. Ratts et al. (2015) stated that counselors must

understand the impact of the intersection of privilege and oppression, identity's impact on

the dynamic of power, and oppression that can have influence on the counseling

relationship. This framework includes competency in the areas of attitudes and beliefs,

knowledge, skills, and action in relation to power, privilege, and oppression within the

four domains of counselor self-awareness, client worldview, counseling relationship, and

counseling and advocacy interventions.

Counselor Self-Awareness

The ACA *Code of Ethics* (2014) mandates that counselors tend to their well-being

and mitigate potential impairments. Self-awareness is embedded within the MSJCC to

address counselor development of understanding cultural differences and privilege.

Development of self-awareness is done by being critical in identifying and challenging

personal biases (Cook et al., 2017; Ratts et al., 2015). Developing self-awareness reduces

the likelihood that counselors will impose their personal beliefs on their clients thus

promoting culturally effective services (Cook et al., 2019; Ratts & Pedersen, 2014; Ratts

et al., 2015).

The domain of self-awareness includes awareness of attitudes and beliefs. This

requires acknowledgement and introspection about counselors' assumptions and privilege

in society. This also requires counselors to explore their willingness to seek personal

growth (Brown & Shin, 2020; Ratts & Pedersen, 2014; Ratts et al., 2015). Second,

counselors further their knowledge beyond acknowledgement about their attitudes and

beliefs. This may include increasing knowledge of resources, history, and/or cultural

impact within society (Brown & Shin, 2020; Ratts et al., 2015). Third, counselors

develop skills to support their knowledge. This includes cultivating critical thinking,

evaluation skills, communication, applying knowledge, and assessing (Brown & Shin,

2020; Ratts et al., 2015). The fourth competency is action. This can mean counselors act

in their personal development and education, communication approach, and/or

engagement related to cultural dynamics within their counseling role (Brown & Shin,

2020; Ratts et al., 2015).

Client Worldview

Counselors must be aware that clients come with their own unique personal

values, biases, and beliefs. (Crumb et al., 2019; Ratts et al., 2016). Clients' beliefs and

lived experiences impact their development within the counseling process (Brown &

Shin, 2020; Ratts et al., 2015). Counselors are to understand the impact of their clients'

worldview and aspire to apply the four competencies (Brown & Shin, 2020; Ratts et al.,

2015).

The first competency, attitudes and beliefs, means counselors seek to understand

the clients' worldview. Counselors seeks to understand aspects such as the client's

values, beliefs, attitudes, and/or social group status. Even if counselors may share similar

cultural experiences, it is important to seek the client's full worldview without imposing

personal assumptions (Brown & Shin, 2020; Crumb et al., 2019; Ratts et al., 2016).

Knowledge is the second competency which means seeking further understanding related to the client's culture. The third competency, skill, encourages the counselor to acquire culturally relevant skills that support their ability to analyze, apply critical thinking, and apply their knowledge effectively with their clients. The final competency, action, means counselors move beyond acknowledgment towards implementation of their awareness, knowledge, and skills to be able to approach the counseling experience from a culturally relevant perspective (Brown & Shin, 2020; Crumb et al., 2019; Ratts et al., 2016)

Counseling Relationship

Just like the other domains, issues related to the counseling relationship are embedded within the ACA *Code of Ethics* (2014). Specifically, section A of the *Code of Ethics* provides guidance on professional and ethical interactions with clients. Counselors are to promote growth within clients that supports overall well-being, promote respect, and work towards understanding client diversity (ACA, 2014; Goodman et al., 2018; Ratts et al., 2015). Additionally, the ACA *Code of Ethics* (2014) and the MSJCC (Ratts et al., 2015) identify that counselors must demonstrate understanding of how their and their clients' status, worldview, beliefs, and values impact the counseling relationship.

Counselors aim to establish competency in attitudes and beliefs by recognizing that their own and their clients' worldview and experiences related to power, oppression, and privilege impact the interactions within the counseling relationship (Brown & Shin, 2020; Goodman et al., 2018; Ratts et al., 2015). Second, the counselor is to aspire to develop competency in knowledge of the culture, power and oppression, and stereotypes that may impact the counseling relationship. Third, the counselor should seek skill

development to be able to effectively engage in discussions with their clients about culture, values, biases, and issues related to power and oppression. Lastly, the counselor is to aspire to take action in the above-mentioned competencies to promote continued knowledge and understanding on cultural domains that impact the counseling relationship (Brown & Shin, 2020; Goodman et al., 2018; Ratts et al., 2015).

Counseling and Advocacy Interventions

The final competency within the MSJCC framework addresses counseling and advocacy interventions (Brown & Min Shin, 2020; Ratts et al., 2015). This area of competency differs from the first three competencies in that it a multilevel framework within the larger MSJCC framework. The levels within the framework promotes that counselors aspire to be able to address issues related to power and privilege within "intrapersonal, interpersonal, institutional, community, public policy, and international and global affairs" (Brown & Min Shin, 2020, p. 8).

Counselor-Advocate-Scholar Model

Much has been written discussing the importance of counseling professionals embodying the role of social change agents and social justice advocates (Ratts & Greenleaf, 2018). However, there continues to be a struggle to move from theory to practice when it comes to integrating SJA into counseling. Ratts and Greenleaf (2018) asserted that one roadblock is that most theories, models, or counseling constructs promote the idea that client's barriers are internally driven. One exception is the biosocioecological model which has been used to explain and direct mental health barriers and treatment (Marshall-Lee et al., 2019). The perspective of the bio-

socioecological model is that individuals do not exist in a bubble but exist within systems that impact their lived experiences and thus their mental health presentation (Marshall-Lee et al., 2019; Ratts & Greenleaf, 2018).

To support counselors as they integrate social justice work within individual counseling, Ratts and Pedersen (2014) formulated the Counselor-Advocate-Scholar model (CAS). CAS is a conceptual framework adapted from the scientist-practitioner-advocate model to address counseling philosophies. The model promotes the ideal that multicultural and SJA are the intersection of the counselor, advocate, and scholar roles and that all roles inform each other (Ratts & Pedersen, 2014).

The CAS model starts with the three roles: Counselor, Advocate, and Scholar. The clinician is to determine if the root of the client's problem is biological, psychological, or sociological. Based on the outcome, the clinician then determines if advocacy-based counseling, individual counseling, or an integrated approach is needed. The model also supports that if advocacy or individual counseling does not work initially, to try the opposite approach (Ratts & Greenleaf, 2018; Ratts & Pedersen, 2014).

Though this model is helpful to provide guidance for counseling professionals within their clinical practice, there continues to be a shortfall of literature addressing how supervisors support clinicians in mastering SJA competencies. The CAS model is relatively new within the counseling profession and has not had follow up studies conducted on its effectiveness or how supervisors can support their supervisees using this model. The gap in literature continues to raise the question of the role of supervisors in

cultivating SJA within their supervisees and how supervisors are addressing social justice issues.

Developing Social Justice Advocacy Competence

The most significant barrier for counselors in relation to SJA competence is addressing the gap between knowledge and being able to do the work to address barriers within the different societal systems related to culture, diversity, power, and privilege (Hage et al., 2020). A plethora of literature is available that articulates multicultural competencies within the counseling profession. However, information on how to engage in SJA training and application is not clearly articulated (Cook et al., 2016; Hage et al., 2020; West-Olatunji et al., 2017).

An emergent theme shows that most development of SJA skillset is found outside of the classroom through fieldwork experiences. However, more emphasis is placed on classroom instruction (Cook et al., 2016; Hage et al., 2020; West-Olatunji et al., 2017). Based on the CACREP standards (2016) counselor education programs require a minimum of 60 semester hours. However, only 700 hours of field work (approximately two semesters) is required. This ratio in conjunction with the emerging themes for SJA development shows how both the classroom environment and fieldwork experiences have limitations in supporting SJA competency development (Cook et al., 2016; Hage et al., 2020; West-Olatunji et al., 2017). The follow section will explore the current literature on developing SJA within classroom training and the fieldwork experience.

Classroom Training

Swartz et al., (2018) identified that when counselors are able to assist clients in addressing barriers related to social injustice, mental health outcomes improve. Vera and Speight (2003) synthesized two decades of scholarship to promote the integration of social justice and social change within the professional counselor role. Ultimately, the ACA adopted advocacy competency standards in 2003 (ACA, 2018; Swartz et al., 2018).

The ACA advocacy standards have continued to evolve since 2003 but continue to identify necessary competency in the areas of counselor skills, knowledge, and skillset to address systemic issues that impact clients' lives. The competencies are further based on two dimensions. The first dimension is the extent of client involvement. Counselors are to identify if advocacy is to be conducted alongside or on behalf of the client's needs. The second dimension is the level of advocacy intervention. This refers to micro and macro level spectrum (ACA, 2018).

The adoption of advocacy standards by the ACA further led to CACREP (2016), integrating and mandating advocacy competency into counselor education programs. This designation meant that in order to attain accreditation by CACREP, Counselor Education programs needed to integrate multicultural and social justice training within the curriculum. This was a strong stance created by leaders within the counseling profession on the importance of counselors being able to effectively address SJA within their practice.

Much emphasis is placed on classroom training within CACREP counselor education programs. Counselor developmental models, such as the Lifelong

Developmental Model, has provided direction for counselor educators, supervisors, and curriculum development. Such models also provide guidelines for assessing student development. However, at this time, there is no such model that provides guidelines for measuring or assessing student development and ability to perform advocacy skills (Swartz et al., 2018). To gain CACREP accreditation, counseling programs must demonstrate the integration of SJA within their curriculum (CACREP, 2016). However, counseling programs have different approaches, arguably rooted in subjectivity with no standard to assess effective SJA development within students.

Within counselor education programs, faculty, including doctoral student supervisors, are required to train students about the impact of culture, personal biases, power, and privilege within the counseling relationship and on clients lived experiences (Collins et al., 2015). This awareness sheds light on how sociopolitical factors can impact clients lives and mental health. To teach about multicultural issues, tripartite models, such as the Multicultural Counseling Competencies (Sue et al., 1992), are often adopted to drive what information is being delivered within counselor education programs (Collins et al., 2015). During this developmental process, counseling students are to develop personal awareness, knowledge, and skills (Collins et al., 2015; Sue et al., 1992).

Though counseling students receive knowledge about multicultural issues and the impact of power and oppression, literature suggests a gap between knowledge and skill development to apply the knowledge within the counselor role (Collins et al., 2015; Inman et al., 2015; Presseau et al., 2019; Shannonhouse et al., 2018; Swartz et al., 2018). What is often being lost is that multicultural knowledge does not meet the same

developmental needs as SJA competency (Presseau et al., 2019; Shannonhouse et al., 2018). Separate and intentional training focused on SJA is encouraged to promote increased skill, commitment, and sense of self-efficacy to addressing SJA barriers with clients (Inman et al., 2015; Presseau et al., 2019; Shannonhouse et al., 2018).

Classroom Training Limitations

A limitation that must be noted within counselor education is that within the United States of America, all states do not require counseling programs to have CACREP accreditation. Many states have linked their licensure requirement to match CACREP standards in relation to the courses that must be taken and to be eligible to take the National Counselor Examination and to become licensed. Many schools meet the course requirements but, other CACREP standards are not always implemented. This creates a wide variance in counselor training and the skills being performed within the counseling field. Though advocacy standards are identified by the ACA (2018), within nonaccredited counselor education programs, it is difficult if not impossible to measure proper SJA skill development without having some form of checks and balances. Due to this limitation, it can be argued that much more emphasis is needed on fieldwork experiences and developing SJA within supervisors so that they can effectively instill SJA within their supervisees and provide gatekeeping for the counseling profession.

Fieldwork Experience

As scholarship increased on the connection between the impact of systemic oppression and mental health, scholars and practitioners within the counseling profession have promoted for counselor education programs to provide training on SJA (Cook et al.,

2015; Farrell et al., 2020; Goodman et al., 2018). Many schools integrated training into their curricula rooted in multicultural and feminist philosophy (Goodman et al., 2018). Additionally, experiential learning in the form of fieldwork has been used as an opportunity to increase self-awareness, knowledge, and develop SJA skills (Farrell et al., 2020).

Like classroom training in SJA, fieldwork experiences vary across programs. CACREP (2016) standards provide Key Performance Indicators to be met. Additionally, each counseling program is encouraged to be innovative in how they meet those standards (Farrell et al., 2020). As the counseling profession began to identify the gap between classroom training in SJA and application of SJA, scholars began to explore how fieldwork experiences may enhance a commitment to SJA by counselors in training advocacy (Cook et al., 2015; Farrell et al., 2020; Goodman et al., 2018; Lee & Kelly-Petersen, 2018).

Practicum and Internship

Within counselor education programs, "fieldwork experience" and "practicum and internship" are one and the same. CACREP (2016) requires a minimum of 100 hours of practicum experience and 600 hours of internship experience. During practicum and internship, students engage in hands on experience that allows them to apply theories and continue to enhance their counseling skills. The fieldwork experience must be under direct supervision of a licensed supervisor. Faculty members, doctoral students serving as practicum/internship supervisors, and site supervisors are required to be a licensed professional and have training specifically within the counseling profession.

During practicum and internship experience, students can enhance their counseling skills while receiving feedback from their supervisors (Kemer et al., 2017). Part of this experience include evaluation on student development (ACA, 2014; Kemer et al., 2017). Evaluations provide guidance on further counselor development and serve as a gatekeeping tool (Kemer et al., 2017).

Kemer et al. (2017) conducted a content analysis study to explore the evaluation practices within CACREP accredited master's programs. The study sought to explore the areas that are being evaluated and how often. Based on 27 CACREP evaluation forms from 20 programs that responded to the study, what was found is that students within practicum and internship are assessed at a higher rate on counseling and process skills and ethical practice. What was not consistent, and often not included across evaluation forms were the areas of self-awareness/reflection abilities and multicultural skills. What was not mentioned at all within this study was assessing for SJA skills. Though the results of this study are limited and there is a dearth of research within this area, the results of this study raise the question that if SJA is not being evaluated within practicum and internship experiences, is skill development in SJA within practicum and internship occurring?

Fieldwork experiences have been identified as a valuable environment to integrate multicultural and social justice counseling competency (Cook et al., 2016). Students who are able to engage in SJA training within fieldwork experiences have reported increased multicultural and SJA competency (Cook et al., 2016; Goodman et al., 2018). Furthermore, this notion is promoted by the MSJCC (2015) and the ACA (2015).

However, despite recommendations, practicum and internship sites vastly vary and there continues to be a lack of literature describing to what extent SJA is truly integrated in practicum and internship.

Service Learning

Under the umbrella of fieldwork includes the concept of service learning. Farrell et al. (2020) identified that service-learning course assignments can be an opportunity for students to support counselor development of SJA. Service learning provides an opportunity for students to address needs within the community while integrating theories learned in the classroom in a fieldwork environment. The service-learning approach has been effective in enhancing academic learning, improving professional counselor identity, establishing partnership with community members and organizations, and skill development in advocacy (Farrell et al., 2020; Lee & Kelly-Petersen, 2018; Lee & McAdams, 2019).

Though there are various approaches to service learning, Farrell et al., (2020) identified two sub types of service learning: discipline-based service learning and problem-based service learning. Discipline-based service learning allows for students to engage in service learning with a specialized counseling area while in that course to build a bridge between course concepts and advocacy skills (Farrell et al., 2020; Young et al., 2016). An example of discipline-based service learning is integrating a service-learning opportunity within a career counseling course. The integrated fieldwork component has shown to improve counseling and advocacy skill development within the specific discipline (Farrell et al., 2020; Lee & McAdams., 2019).

Problem-based service learning is an approach that is rooted in constructivism and adult learning (Linker et al., 2018). This approach involves working with a community partner to identify a problem, cultivate a solution, and working collaboratively towards a desired outcome (Farrell et al., 2020; Linker et al., 2018). This approach also supports being able to apply learned concepts from the classroom within a real life setting while also having a sense of ownership to the process (Farrell et al., 2020).

Services learning opportunities throughout a counselor education program allows for students to develop a richer understanding of course concepts while gaining concrete SJA skills (Lee & McAdams, 2019). Students often identify through service-learning opportunities that counseling theories and concepts are not a one size fits all. Through such opportunities, students have been able to develop further multicultural and social justice competency to meet the needs of the community (Farrell et al., 2020; Lee & Kelly-Petersen, 2018; Lee & McAdams, 2019). However, formal service learning does not happen often in most counselor education programs due to strict CACREP (2016) standards that guide the content within the courses. Students may engage in community service opportunities that are often superficial in nature but, formal and outcome driven service learning is not widely present throughout counseling programs.

Field Training Models

In recent years, scholars have begun to explore various advocacy training models to promote skill development in SJA (Goodman et al., 2018; Cook et al., 2015; Cook et al., 2016).

Goodman et al., (2018) identified in their study on a yearlong relationship-centered

advocacy training model, the community advocacy project, students had shown to

develop better advocacy skills when they had learning experiences that included one on

one advocacy relationships, SJA training throughout an entire academic year, and

received supervision from a supervisor experienced in community-based work.

Furthermore, collaboration and partnership between the counseling program and

community organizations had an impact on student learning outcomes.

There continues to be a paucity of literature exploring the different training

models. Goodman et al. (2018) identified that innovative models are emerging across

counseling programs in the United States of America. However, studies on these models

are not being conducted or disseminated within the counseling field (Cook et al., 2015;

Cook et al., 2016; Goodman et al., 2018). Furthermore, supervisors continue to be

identified as paramount in the learning process and need competency in SJA skill

development approaches to support counselor in training development (Goodman et al.,

2018).

Clinical Supervision

The concept of supervision grew from the notion of apprenticeship and

psychotherapy theory (Falender, 2018). Clinical supervision is separate from

psychotherapy theory in that it an organized and intentional process based on theory,

ethics, and models that differ from clinical counseling approaches (Bernard & Goodyear,

2018; Falender, 2018; Kahn & Monk, 2017). Though there are various models that

supervisors can embrace to support their practice, many supervisors lack overall training

and skills to provide effective supervision (Merlin & Brendel, 2017). Doctoral programs in counselor education and supervision provide formal training in supervision theory and practice (CACREP, 2016). However, the requirements to provide supervision vary state to state and currently, there is no concrete standard across the counseling profession to guarantee proper training despite the ACA *Code of Ethics* (2014) stating training needs. Many supervisors are masters level clinicians and never received formal training in clinical supervision theory and techniques (Falender, 2018; Merlin & Brendel, 2017). Due to lack of formal training, supervisors often emulate the supervision they received from other untrained supervisors (Falender, 2018).

Generally, the major supervision models are broken into three types: orientation specific models, developmental models, and social role models (Bernard & Goodyear, 2014; Crunk & Barden, 2017; Farber, 2010; McNeil & Stoltenberg, 2016; Neimeyer et al, 2016). Each model has its own foci/concerns of supervision, methods, goals, strengths, and weaknesses (Bernard & Goodyear, 2014). The orientation specific models are based on counseling theories such as psychodynamic, person centered, cognitive behavioral, systemic, and constructivist (Bernard & Goodyear, 2014; Farber, 2010; Frolund & Nielsen, 2009; Neimeyer et al, 2016; Praskoa et al, 2009). The major developmental models include the integrated development model, process model, and lifespan developmental model (Bernard & Goodyear, 2014; McNeill & Stoltenberg, 2014). Generally, the developmental models focus on cultivating the supervisees skill development in a strategic or stage-based manner. This may include focusing on developing self-awareness and other awareness (McNeill & Stoltenberg, 2016), focusing

on the supervision process itself (Bernard & Goodyear, 2014; Leddick, 1994), or viewing counselor developing through the lifespan lens (Bernard & Goodyear, 2014). Lastly, the major social role models include the discrimination model and the system approach to supervision model (Bernard & Goodyear, 2014; Crunk & Barden, 2017). The social role models focus on the relationship and roles between the supervisor and supervisee.

Despite having adequate literature describing the supervision models, the literature failed to directly address how to address issues of social justice within the supervision process. This barrier continues to be problematic in the counseling profession as it is identified that a component of effective SJA skill development is the responsibility of the supervisor (ACA, 2015; CACREP, 2017; Falender, 2018; Goodman et al., 2018; Merlin & Brendel, 2017). SJA skill development often remains at the theoretical level as many supervisors do not have the core skills to provide supervision (Bernard & Goodyear, 2014; Crunk & Barden, 2017) and thus impacts their intentionality of integrating SJA in the process.

Supervisor Development

The ACA Code of Ethics (2014) and CACREP Standards (2016) identifies that supervisors are to be competent in the domain of supervision prior to providing supervision within the counseling profession. Clinicians can be supervisors with either masters' or doctoral training. There is no set path for becoming a clinical supervisor within the counseling profession across the United States of America (Nate & Haddock, 2014; O'Donovan et al., 2017). Development for becoming a supervisor may include meeting the state licensure timeline requirements, engaging in continuing education,

and/or pursuing a degree in counselor education and supervision (O'Donovan et al., 2017). Despite there being training options available, there is a dearth of literature available exploring the effectiveness of the various training approaches (O'Donovan et al., 2017).

Within doctoral counselor education and supervision programs, practitioners are provided with theories and skills to support being in a supervisory role (CACREP, 2016). Within doctoral level CACREP accredited counselor education program, students learn about the purpose of supervision, ethical issues, evaluation and remediation practices, gatekeeping, legal concerns, and culture within the supervisory relationship (CACREP, 2016). Students also will engage in an internship experience which may or may not include hands on experience in providing clinical supervision. It should be noted that despite the standard of learning about clinical supervision in CACREP doctoral programs, hands on practice is not required within the internship experience. Furthermore, training in supervision skills within CACREP programs is only found within doctoral level programs. Masters level programs do not typically offer formal supervision training. This lack of training in supervision during graduate school continues to raise the question of how the typical supervisor with master's level training in clinical mental health counseling can provide effective supervision that will enhance SJA skill development in supervisees when the supervisors do not have the foundational training to do so. Though some states have opportunities or requirements for continuing education before engaging in a supervisory role, the standard is not consistent across the United States.

Furthermore, the Association for Counselor Education and Supervision (ACES) established a task force and adopted the best practices in clinical supervision guidelines (ACES, 2011). These guidelines address ethical and legal considerations regarding supervisors, supervisees, and clients. Additionally, the guidelines address supervisee developmental needs. The ACES best practices in clinical supervision guidelines, much like the ACA Code of Ethics (2014) and the CACREP Standards (2016), identify that supervisors are to engage in formal supervision training.

Despite ethical standards (ACA, 2014; ACES, 2011; CACREP, 2016) and availability of training through counselor education program (CACREP, 2016) or continuing education programs, there continues to be a insufficient amount of literature describing the effectiveness of training options (Nate & Haddock, 2014; O'Donovan et al., 2017). Additionally, not every supervisor goes through formal training (Falender, 2018; Merlin & Brendel, 2017). At this time within the counseling profession, there is no collective standard for verifying competency in clinical supervision. This can greatly impact supervisee development, client welfare, and validity of the counseling profession.

Supervisor Role in Social Justice Development

The ACA *Code of Ethics* (2014) provided guidelines for clinical supervision practice. The guidelines address training needs, the supervisory relationship, and safeguarding for the counseling profession (ACA, 2015). Furthermore, supervisors are responsible for addressing SJA within their supervision practice (Ratts et al., 2016). Clinical supervision is pivotal in cultivating self-awareness within supervisees to promote ethical practice including competency in SJA skills (Guiffrida et al., 2019; Thrower et al.,

2020). Supervisors' ability to address social justice issues becomes more important because vast variations exist between training program standards (Kassan et al., 2015; Swartz et al., 2018; Thrower et al., 2020) and training is often more heavily focused on multicultural competence development than SJA development (Haskins & Singh, 2015).

Supervisors have many theoretical approaches to utilizes to guide their practice (Bernard & Goodyear, 2014). Despite the ethical guidelines and research promoting the importance of supervisors addressing SJA issues within supervision, there is a need for more literature on how supervisors are trained to effectively address and cultivate SJA skills within supervision (Bevly et al., 2017; Kahn & Monk, 2017; Kassan et al., 2015).

Summary and Conclusions

The literature review highlights the importance of SJA within the counseling profession and what the competencies look like to promote counselor development in this domain. There are various models that have been proposed to teach SJA to counselors in training. However, counselors are more likely to experience SJA training within field experiences than within the classroom setting. This training sequence places field experience site supervisors in a significant role in promote the effective development of SJA skillset within their supervisees.

Supervisors play a pivotal role in supervisee development of SJA competency. The ACA Code of Ethics along with the MSJCC provided insight into supervisor training, competency, and the supervisory relationship. However, a barrier still presents that supervisors are not receiving formal training to provide supervision and often emulate what they have learned from other untrained supervisors. Additionally, there

continues to be a shortage of literature addressing how to effectively train supervisors in addressing SJA within the supervisory experience. The counseling profession needs a grounded theory to increase understanding of the process by which SJA can be integrated in clinical supervision in order to teach supervisors for how to effectively integrate SJA in clinical supervision.

Due to the lack of current literature and the need for more guidance on how to address SJA in clinical supervision, a qualitative study rooted in Charmaz's (2014) Constructivist Grounded Theory (CGT) would provide holistic insight into what current doctoral trained supervisors in the field are actively doing to integrate SJA into their practice. A CGT approach seeks to understand the process that is taking place. By cultivating a theory that provides insight into current processes, this information can provide direction for formal training and practice within clinical supervision in the counseling profession. The next chapter will provide how the research method rooted in CGT guided this study.

Chapter 3: Research Method

Qualitative research can provide a richer understanding of psychosocial

phenomena (Creswell & Creswell, 2018). The purpose of using a qualitative CGT

research design was to explore the implementation process of SJA in clinical supervision.

In this chapter, I will provide an overview of the CGT design, role of the researcher in the

investigation process, and methodology for this study.

Research Design and Rationale

The research question for this proposal is as follows: How do counselor educators

who provide clinical supervision to doctoral students in Council for Accreditation of

Counseling and Related Educational Programs (CACREP accredited counseling

programs implement SJA into their clinical supervision? The phenomenon of this study is

the implementation of SJA in supervision. The counseling profession has ethical

guidelines to integrate SJA (ACA, 2014) but the lack of appropriate training in clinical

supervision has an impact on implementation. CGT was used as a research design to

explore the processes and actions when integrating SJA in clinical supervision.

CGT was appropriate for this study as CGT is used to explore and construct a

theory that explains a psychosocial phenomenon (Barello et al., 2015). CGT is a flexible

yet strategic approach to collecting and analyzing data. From the data, the process that

occurs within a phenomenon emerges and a theory is created or *grounded* based on the

data (see Charmaz, 2014).

As the researcher, I chose CGT design because I was interested in the actions and

processes that occur in a phenomenon. CGT guided me from the beginning to make

ongoing analysis of the data collected (see Charmaz, 2014; Patton, 2015). This required flexibility because when the data emerged and themes become present, I needed to adjust my interview questions and be purposeful in sample identification to promote data saturation (see Bryant & Charmaz, 2019).

As the researcher I had to be mindful of the flexible and emerging design to prevent delay in data saturation and identifying the theory that was emerging. The flexibility allowed me as the researcher to adjust and tailor the data collection related to specific questions and sample identification (see Charmaz, 2014). Overall, the CGT approach required going back and forth between data collection and analysis throughout the entire process.

Additionally, an aspect unique to the CGT compared to other grounded theory designs is that the researcher is part of the process of constructing the theory and does not separate themselves from the process. The constructivist identification honors the aspect of subjectivity. CGT acknowledges the impact of the researcher's influence on the interpretation and construction of the theory. This required me as the researcher to be mindful of my influence and to use reflexive bracketing promote validity throughout the study (see Charmaz, 2014; Creswell & Creswell, 2018). Reflexive bracketing is a method used by some researchers to identify and reflect on preconception on the research topic. This process promotes creating awareness on the potential impact of the researcher's preconceptions on the study (see Baksh, 2018; Charmaz, 2014; Creswell & Creswell, 2018).

Role of the Researcher

When using CGT, the researcher is embedded within the process and is often not

separate from the participants (Charmaz, 2014). The researcher and participants co-

construct the research study and theory. Therefore, the role of the researcher as a

participant must be noted in addition to the limitations related to the relationship between

the researcher and participants (Charmaz, 2014). As a researcher and participant, I used

reflexive journaling throughout the process, especially prior to beginning an interview to

mitigate the impact of bias and maintain ethical standards.

Methodology

I describe the methodology of this study in this section. This study followed a

CGT framework. I describe the identified population, sampling, instrumentation, and data

analysis.

Population and Participant Selection

The proposed population initially included 6-12 doctoral level counselor

educators that actively teach and provide clinical supervision in CACREP accredited

counseling programs (Guest et al., 2006). Ultimately, six participants were included in

the study. The sampling strategy for this study was driven by theoretical sampling.

Theoretical sampling allowed for data saturation to determine the sampling strategy

(Charmaz, 2006). I recruited participants and collected data with the goal of reaching

theoretical saturation and when similar ideas were presented from participants.

Participants were professors who taught and provided clinical supervision to

doctoral students in CACREP accredited counseling programs. Participants were fully

licensed by their state to practice counseling and provide supervision. Also, participants had at least five years of experience in teaching and practicing clinical supervision. The rationale for this population is that doctoral level professors who teach and provide supervision were assumed to be competent and knowledgeable in the ethical standards, guidelines, and theories associated with providing effective supervision based on the CACREP standards for teaching in a CACREP accredited school. Further, due to needing to identify participants who have a working knowledge of SJA, during the screening process participants were asked to briefly describe the meaning of SJA and identify at least three ways they integrated SJA into their supervision approach.

Recruitment of participants was done by submitting a request for participants via email through Counselor Education and Supervision Network Listerv (CESNET LISTSERV). I sent out a request three times to CESNET LISTSERV. I further sought participants within my professional network by sending request via email for personal participation and referrals for participation. I also posted numerous requests for participants through social media in the following professional groups: Black Counselor Educators Rock, Professional Counselors Discussing Social Justice in Counseling, and PhinisheD/FinishEdD (Drs/Future Drs). Each request for participants included a statement requesting referrals for other participants that meet the study criteria.

The sampling method for the study had to be flexible and emergent (Bryant & Charmaz, 2019). Within CGT, the sampling identification is part of the inquiry and analytic process. Though the process began with a convenience sampling method, as more data is obtained and analysis occurs, the sample identification method shifted to be

more purposeful and specific to gain further insight into the process and emerging theory which is known as theoretical sampling (Charmaz, 2014).

Furthermore, as stated by Charmaz (2014) "initial sampling in grounded theory gets you started; theoretical sampling guides you where to go" (p. 197). Theoretical sampling is focused on conceptual development and theoretical development based on the data analysis. Theoretical sampling does not focus on population representation or reaching statistical generalizability (Charmaz, 2014). CGT uses ongoing data collection and coding thus creating focus on emerging categories. A theoretical sampling approach will impact what and where data will be collected next based on the emerging categories (Charmaz, 2014). Though the proposed sample was 6-12 participants, traditionally within CGT the total number of participants was determined by data saturation (Bryant & Charmaz, 2019) which resulted in 6 participants.

Instrumentation

I used interviews for this study as interviews allowed for the participants to reflect on past experiences, the present moment, reasoning, values, and meaning making. Initial interviews lasted between 30-90 minutes. Follow up interviews were proposed within this study to collect any missed information from initial interviews, however, follow up interviews were not needed. Within CGT, intensive interviewing is a hallmark method used in the data collection process and offers many strengths (Charmaz, 2014). Interviews and CGT are both open ended, purposeful, emergent, and based on the data collected throughout the process (Charmaz, 2014). Interviews started with the participants' personal and professional story and expanded into their clinical experiences

and practices related to clinical supervision and SJA (Charmaz, 2014). Interviews

embrace the concept of discourse within the participant related to their lived experiences

and identities. Furthermore, interviews allowed for me as the interviewer to dig deeper

into the ideas and issues that emerge from the discourse thus promoted further

understanding to guide the theory creation (Charmaz, 2014).

Instrumentation Development

Thompson et al., (2012) described in their grounded theory research study that the

interview protocol was as an evolving process. The researchers developed a core set of

questions at the onset of the study based on the literature reviewed for the study. Within

the literature review process, concepts that were identified were based on social justice

understanding and integration techniques, supervision approach and competence, and

barriers to implementation (Bevly et al, 2017; Falender, 2018; Hoover & Morrow, 2016;

Ratts et al, 2016). To promote content rigor and credibility of the instrumentation, based

on those concepts identified in the current body of knowledge, I developed interview

questions that allowed for the participant to answer open ended questions and provide

additional data that may be related to the core concepts. From the core questions,

additional questions were formulated as indicated by the evolving process within

grounded theory research (Brott & Meyers, 1999; Bryant & Charmaz, 2016).

Charmaz (2014) identified that the limitations of interviews include ensuring that

data saturation has been met to mitigate certain responses that may not be fully accurate.

Participants may provide responses that are fabricated, embellished, or minimized. This

limitation can become evident throughout the ongoing data analysis aspect promoted in a

grounded theory design. However, as recommended by Charmaz (2014), I sought data saturation to offset this limitation.

Data Collection Procedure

The data collection procedure was as follows: recruitment via CESNET, social media, and professional contacts. Additional recruitment was done via a snowball method. A demographic and screening form was provided to interested participants that was completed to determine eligibility. Identified participants were contacted via email to set up an interview day and time. Video conference interviews via Zoom were used and took no longer than 90 minutes to complete. Participants were informed of possible follow up interviews if needed but were not used during this study. Interviews were recorded and stored on a secured encrypted flash drive. Interview procedure, email template, informed consent, and interview questions are provided within the appendices of this study.

Data Analysis Plan

Data analysis within CGT embraces the philosophy that it is constructed and that the researchers and participants lived experiences has impact on the analysis (Charmaz, 2014). Data analysis within CGT is done through ongoing and evolving coding starting with the first interview (Charmaz, 2014). After each interview, recordings were transcribed through a confidential transcription service, rev.com. I listened to each recording and reviewed the transcription for accuracy.

Following Charmaz's (2014) approach, coding should simple, precise, short, action focused, comparative, and continuous. Though there are various methods that can

be used within coding, two phased coding was used for this study. The first phase included line by line coding which was descriptive and comparative. The second phase coding cultivated larger themes based on the initial coding to support the development of the theory about the phenomenon that was occurring (Charmaz, 2014).

Throughout the coding process, coding focused on identifying and integrating gerunds. Gerunds are verbs that function as a noun and end with -ing. Gerunds allowed for better description of the processes that were occurring and promoted maintaining the participants' meaning making (Charmaz, 2014). Furthermore, gerunds provided guidance for further exploration for the researcher related to relationships and processes and identified links in the data (Charmaz, 2014).

A final summary was provided of the data analysis. The information provided addressed the research question by identifying categories and themes that emerged. I also identified specific processes and skills used by the participants.

Trustworthiness

Quality and trustworthiness within CGT are based on conducting the research in a manner that is systematic. Trustworthiness within this CGT study was measured by dependability, transferability, and confirmability. Despite having measures to promote trustworthiness, limitations often arise, and researchers must do their best to mitigate these limitations.

During the planning stage of this study, there was potential impact on trustworthiness related to inaccurate or insufficient analysis in the beginning phases which would impact the theoretical sampling approach. To navigate this limitation,

Charmaz (2014) identified that theoretical sampling should rely on utilizing comparative analysis methods to account for a broader range of experiences related to the category. During this study, I continually checked ideas that emerge from focused data collection and analytical memo-writing against empirical data to promote accuracy and focus while utilizing theoretical sampling.

Credibility

Charmaz and Thornberg (2020) connected credibility within a grounded theory approach to the researcher's confidence and knowledge of the identified field and to the act of gaining systemic knowledge related to the data. Credibility within this study was based on the presentation of data which is detailed to a degree to promote that the reader feels that they have been involved in the process (Charmaz & Thornberg, 2020). This was done by discussing potential bias, triangulating data, and connecting analytic outcomes to the raw data (Charmaz, 2014). Furthermore, to promote credibility, reflexive bracketing was used to increase awareness of any potential bias of the researcher (Baksh, 2018; Charmaz, 2014; Creswell & Creswell, 2018).

Transferability

Charmaz and Thornberg (2020) referred to transferability as applicability or generalizability. The goal of transferability for this CGT study was to cultivate a theory that fits the larger identified population. Furthermore, the developed theory should make sense to the reader and be general enough to be applied in various counseling environments. To increase transferability within the study, I recruited a heterogeneous sample across the country and strived to follow up with theoretical sampling (Timonen et

al., 2018). This became a limitation that will be discussed later within the results. By seeking a heterogeneous sample, this increased the likeliness of the results being relevant and transferable to other counselor supervisors. Furthermore, I provided a detailed description of the process and findings along with using direct quotes (see Liao & Hitchcock, 2018) to help readers understand how the data can be connected to the larger counseling supervision population.

Dependability

To promote dependability, I described the research process in detail to promote the ability to replicate the study (Patton, 2015). This included presenting the procedures in a logical and succinct manner along with making connection to the data. Furthermore, the interview process and questions that was used in this study is provided in the appendices.

Confirmability

To ensure confirmability, I used a two-phase coding process. The coding process consisted of initial phase line by line coding followed by a second phased based on larger themes (Charmaz, 2014). I also used bracketing and analytical memo-writing.

Ethical Procedures

There are various components to consider in relation to ethical practice throughout the research experience.). Within my study, the identified population, doctoral level counselor educators who teach and provide clinical supervision, are not considered a vulnerable population. Additionally, engagement in the study posed little risk. Areas related to confidentiality, psychological harm, sampling process, and the

interview process may have impact on ethical practices which was noted in the Institutional Review Board (IRB) application.

Due to risk related to confidentiality, informed consent was provided to all participants. Participants signed an informed consent, and the researcher reviewed the consent prior to engaging in the interviews. Furthermore, the identified barriers were mitigated through proper storage of data, the use of methods to reduce participant identification (i.e. assigning numbers), and conducting interviews via Zoom which reduced visibility of participating in the study.

Furthermore, Charmaz (2014) identified that the evolving nature of the CGT research approach and sampling may impact the IRB process and was identified in the IRB submission. For example, the core categories could not be identified during the IRB process as the categories come from the data (Charmaz, 2014). Additionally, though there was a proposed sample of 6-12 participants, theoretical sampling is a technique that is encouraged in CGT and had to be explained in the IRB application. The use of theoretical sampling was justified as an approach to be utilized later in the study as part of the emerging process.

Interviews were conducted over video conference. During the proposal of this study, due to the COVID-19 pandemic, video conference was identified as possibly being the preferred approach for many participants to protect their health. Video conference also became the preferred approach due to the location of the participants in relation to the researcher. This aspect was identified in the IRB application and explained to

participants during the recruitment process. When using a video conference method, a HIPAA compliant Zoom platform was used to promote confidentiality.

Additionally, to uphold ethical treatment of data, all electronic data was stored on an encrypted flash drive which included recordings of interviews and typed transcription. All paper notes were be stored in a locked cabinet. Data will be securely maintained for five years. Once the mandatory 5-year period has expired, any paper documents will be shredded and all electronic data will be permanently deleted.

Lastly, this study was voluntary in nature. Participants would withdraw from the study at any time without consequence. Participants were informed that any data collected from the participant that withdrew would be destroyed and not included within the study.

Summary

In this section, I described the research method, participants, sampling, and data analysis. I primarily used a convenience sample of 6 participants. Intensive interviews were used as a complement to CGT. Furthermore, data analysis was done via two phased coding that was ongoing and evolved which aligned with the CGT methodology. I will describe in Chapter 4 the results of the study which will guide the construction of the grounded theory. The data is presented in themes and subthemes along with direct quotes from raw data.

Chapter 4: Results

Thus far, I have provided an overview of this constructivist grounded theory study, a literature review covering topics related to the subject matter, and a review of the methodology and research procedures. The purpose of this constructivist grounded theory (CGT) study is to increase understanding of the process by which SJA can be integrated into clinical supervision, and thus generate a theory for teaching supervisors to effectively integrate SJA in clinical supervision. The research question asks: How do professors who are social justice advocates and provide clinical supervision to doctoral students in CACREP accredited counseling programs implement social justice advocacy into their clinical supervision? In this chapter, I will discuss the setting of the study conducted, relevant participant demographics, the data collection and analysis process, trustworthiness within the study, and the results of the investigation.

Setting

Participant recruitment took place remotely via email, through social media, and within the CESNET LISTSERV. Participants were required to be doctoral level professors who teach within CACREP-accredited counseling programs. Participants also needed to be fully licensed counselors in their state along with possessing experience in teaching and practicing clinical supervision. Lastly, participants needed to be able to briefly describe the meaning of SJA and identify at least three ways they integrate SJA into their supervision approach. Interested individuals responded to the call for participants to the email address provided. Participants completed a screening tool for eligibility via email and the informed consent. Scheduling of the interviews also took

place via email and was driven by the participants' availability. Upon an agreed date, each participant was provided with a secure Zoom link for their scheduled interview day via email. Data collection took place over Zoom video conference. All interviews were recorded as stated in the informed consent. Participants were able to participate from any location.

Demographics

The pertinent demographics of this study were diverse. While all participants were fully licensed counselors in their respective states, experience ranged between 10-15 years as licensed counselors. The number of years that participants provided clinical supervision ranged from 6-12 years. The number of years of as counselor educators ranged from 5-12 years. All participants held doctoral degrees, were active faculty members in CACREP-accredited programs, and provided clinical supervision within their university for masters' level practicum/internship students enrolled in the counselor education program. Two participants provided clinical supervision outside their university for counselors seeking licensure. Participants worked at various CACREP-accredited programs across the United States of America.

Data Collection

Data collection took place over two phases: during the screening to determine eligibility and during the individual interview. A total of eight individuals responded to the invitation to participate in the study. Six individuals were selected for this study and two individuals did not meet criteria. Data collection was completed over a period of nine months.

The screening tool was sent out to participants via email after they responded to the invitation to participate in the study. Three participants responded to a social media post, three participants were from the researcher's professional network, and two responded to the invitation for participants via CESNET. Two of the participants who responded to the social media post were not eligible for the study.

Upon returning the screening tool via email, eligible participants received the informed consent. Every participant responded via email with "I consent" and no additional questions were asked regarding the consent. After receiving the consent from participants, emails were used to schedule the individual interviews to be conducted over Zoom. All participants completed the screening tool, informed consent, and scheduled their interview within a one-day timeframe. Interviews were completed within a two-week timeframe from the initial contact.

All interviews were conducted via Zoom. The researcher conducted the study within a private office to maintain confidentiality. Two participants completed the interview within their place of work in their office. Four participants completed the interview from their home. Interviews averaged 45 minutes to complete. Interviews consisted of nine questions. Informal follow up questions were asked based on the participant's response to promote clarity.

Variation to the initial plan only consisted of changes to social media outreach and professional outreach. The researcher contacted the IRB and received quick turnaround to expand where recruitment could be posted. This change was made due to the delay of participants responding to the postings. One of the ineligible participants for

the study reported that this study was looking for "unicorns" within the counseling profession when referring to the eligibility criteria. Further exploration of this barrier will be explored during the discussion of this study.

Data Analysis

Data analysis was conducted throughout the data collection process. After completing an interview, the data was initially transcribed through a confidential transcription service, rev.com. I listened to the recording while reviewing the transcription for accuracy. Initial phase one open coding was completed which included line by line coding that was descriptive and comparative in nature. This process was completed for each interview. Phase two axial coding was a more focused process which pulled concepts into categories and ultimately themes.

Categories and themes emerged directly from the data collected during the individual interviews. The central theme focused on the process that is taking place when integrating SJA into clinical supervision. Therefore, as part of the coding process, the coding integrated gerunds as a way to focus on participant actions and behaviors within their supervisory experiences and practice. The main categories that emerged within this study included the impact of personal lived experiences, vulnerability and modeling, challenging supervisee perspectives, and continuing professional development.

The data collected started showing consistent themes early on within three interviews. Of the six interviews, consistent themes were evident which indicated that data saturation had been achieved. One exception was that one interviewee briefly discussed how they addressed SJA development with doctoral supervisees who were

engaging in research which was different than focusing on clinical practice. Further detail of the themes will be provided within the results section of this chapter.

Trustworthiness

In this section, I will discuss how trustworthiness was maintained throughout the study. Trustworthiness within this CGT study is measured by credibility, transferability, dependability, and confirmability. There were no changes made regarding trustworthiness between the proposed plan and final study conducted.

Credibility

Credibility within this study was based on presenting the data in a detailed manner that would allow the reader to feel that they have been involved in the process which is in alignment with the CGT approach (Charmaz & Thornberg, 2020). The data presented walked the reader through the recruitment process, data collection and analysis, along with how the themes emerged. Furthermore, the researcher used reflective bracketing throughout the data collection and analysis to reduce risk of researcher bias. Within the reflective bracketing, the theme of frustration emerged due to the lack of responsiveness to the call for participants for this study. Reducing the risk of researcher bias was also supported by the researcher following the proposed steps of the study and engaging in peer debriefing.

Transferability

To increase transferability within the study, I recruited a heterogeneous sample across the country initially followed by theoretical sampling (Timonen et al., 2018). The theoretical sampling was done through the recruitment within my professional network

along with recommendations from participants who had completed the study. I was successful in interviewing individuals from various CACREP-accredited universities with varying demographics and experiences which is more reflective of the larger counseling and counselor education community.

Dependability

To promote dependability, I described the research process in a succinct manner to promote the ability to replicate this study (Patton, 2015). This included connecting the process to the data collected and how it impacted the overall study. Furthermore, the screening tool for recruitment, consent form, and interview questions and process are provided within the appendices.

Confirmability

To ensure confirmability, I followed the proposed process by using a two-phase coding process of initial phase line by line coding followed by a second phase process based on larger themes (Charmaz, 2014). Furthermore, I used bracketing, analytical memo-writing, and peer debriefing throughout the research process.

<div align="center">

Results

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In this section I will identify the themes and subthemes that emerged from the data collection. Description of the individual themes followed by subthemes will be discussed along with support from the raw data. Focus will be on the various processes occurring in efforts to construct a grounded theory to address the research question. The main themes discussed will include the impact of supervisors personal lived experiences,

using an integrated developmental model approach, modeling, and expanding supervisee perspectives.

Table 1

Themes and Subthemes

Theme	Subtheme
Impact of Supervisors Personal Lived Experiences	Experienced or witness systemic barriers; Mentorship
Using an Integrated Developmental Model Approach	
Modeling	Doing Advocacy; Using Direct Language
Expanding Supervisee Perspectives	Expanding Knowledge of Systems; Creating New Lived Experiences; Understanding Community Served

Impact of Supervisors' Personal Lived Experiences

Each interview started with asking the interviewee to describe their background in counseling and counselor education. Beyond stating the demographic facts related their work experience, many discussed how their personal lived experiences outside of the counseling profession had an impact on their choice to come into counseling, and specifically supervision, and how their experiences impact their passion to integrate SJA into their work. Many of the interviewees integrated the concept of SJA within their first response before being asked the first specific question on SJA within the interview process. Though this theme is not process related, the consistency of the impact of personal lived experiences needs to be noted when thinking about the future planning for supervisor training in being effective in instilling SJA within their supervisees.

A common subtheme that emerged within majority of interviews regarding lived experiences was having awareness of having experienced or witnessing systemic barriers on a regular basis within their life prior to coming into the counseling profession or during their counseling training. Issues of police brutality, access to resources, lesbian, gay, bisexual and transgender rights, women rights, and race were discussed. One participant stated:

> A lot of my work as a clinician early on was with the poor, with lower socioeconomic status, in rural environments. It's a cultural experience, not having grown up in that kind of an environment, not being familiar with it, rural, poor poverty and the mentality. I think, on my end, there was a learning curve. And then, of course, understanding that from a teaching perspective or an educational perspective, how do I demonstrate that or illustrate that or share that with my students? I think that becomes part of the teaching component in however you integrate the teaching component into your work.

It was evident that supervisors who engage in SJA within their supervision practice have this personal awareness which can an indicator of the personal work needed for supervisors in training to be effective.

All the participants identified that they felt they had a personal responsibility to engage in SJA as counseling professionals which also influenced their choice of going into supervision. One participant stated:

> I think we have a responsibility to ensure that individuals' basic needs are met, and that there's things like food security, job security, housing, and employment,

and you can't access what you need to access within counseling without being able to have that. So, if you have the threat of systemic oppression and the impacts that that has on an individual's whole being, I mean it can be much more challenging to get to come at some of that higher level thinking.

Another participant stated regarding responsibility as a counselor and when working with supervisees: "It is not the client's responsibility to bring things that are difficult to address to your attention. It's your responsibility to open up the space for them."Another participant identified that it is important for them to advocate for people that look like them and this participant identified themselves during the interview as Black. This participant reported that by seeing others who look like them suffer, they needed to find ways within their career and life to fight for the "underdog". Others echoed this same sentiment of responsibility. Three participants identified that it was through gaining more knowledge and exposure to the impact of systemic barriers through their formal counseling education had most impacted their sense of responsibility.

Mentorship during the doctoral education experience was a common subtheme identified by majority of participants of what influences their work in SJA. Those who engaged in mentorship had this experience during their doctoral education. Mentorship encouraged further exposure to various aspects within communities and systems and how it impacts ones work as a counselor. Mentorship provided opportunity for many to be challenged to expand their knowledge and perspectives that impact their work in relation to SJA. One participant stated, "…one of my mentors actually he will often say, 'You are

the tool as a counselor, so you want to make yourself the best and sharpest tool that it should possibly be'".

Another participant stated:

> I was fortunate enough to have several really good mentors within my doctoral program that were practicing in the field and, really, I think, at that point in time, in the late 1990s, were doing a really good job of, I think, being thoughtful about the way that they provided supervision.

Mentorship was identified as a pertinent factor in developing a strong sense as a social justice advocate in the counseling profession and must be noted when thinking about development of future supervisors in the counseling profession.

Integrated Developmental Model Approach

Across the board, a theme that emerged is that all interviewees reported using an integrated developmental model approach rooted in Bernard's Discrimination Model and/or the Integrated Development Model as their supervision foundation and what supported them in addressing SJA development. As identified in the literature review, the developmental models focus on cultivating the supervisees skill development in a strategic or stage-based manner which can include focusing on developing supervisee self-awareness and other awareness (McNeill & Stoltenberg, 2016), focusing on the supervision process itself (Bernard & Goodyear, 2014; Leddick, 1994), or viewing counselor developing through the lifespan lens (Bernard & Goodyear, 2014).

As identified by the participants, the use of an integrated developmental supervision approach was due to the flexibility to use different roles based on the

supervisees needs. Furthermore, this type of approach placed emphasis on the supervisees developmental phases and allowed using the supervisory relationship as a tool to promote growth. Honoring where the supervisee is developmentally was identified as highly important in guiding how supervision was conducted and to what degree concepts were explored.

One participant stated, "there's a role for every occasion and there are times where you need to as the supervisor switch out those roles." Another participant reinforced this concept that when addressing supervisee developmental needs by stating,

It may be more of a teaching moment. And maybe it's a consultation moment. It really depends on the developmental level of the individual. I strongly believe in meeting my supervisees where they're at, just like I do in the counseling session. So, I try to gauge that pretty early on.

Another participant expanded on this theme and identified how they build on the supervisees core counseling "skills that they already have" as they develop their SJA skillset. Being able to connect with policy makers and stakeholders require listening. This participant stated that by "teaching students that they already have the skill" and "just by getting to practicum and internship, demonstrates that they already have those skills to be able to listen to people and to be able to really relate to people and to be able to talk to people."

In comparison another participant identified that developmentally, they would be intentional in the opportunities they put in their syllabi for their supervision and practicum/internship courses. Though this supported the theme of using developmentally

driven supervision, this act added an additional layer on how to integrate this approach within a classroom setting. The opportunities would include bibliotherapy, narrative approaches, and/or expressive arts to cultivate SJA skills within their supervisees/students. This would allow for intentional exposure to SJA concepts along with practice.

Modeling

A theme, and ultimately a practice, that emerged throughout all interviews was rooted around the concept of modeling in relation to SJA. Even when asked initially about their understanding of SJA, many participants immediately integrated the importance of engaging in SJA on micro and macro levels as an example to their supervisees and/or students. The following sections will discuss the subthemes of modeling to include doing advocacy and using direct language. The subthemes of doing advocacy and using direct language are the action steps on how the participants engaged in modeling.

Doing Advocacy

A subtheme that emerged within modeling is the concept of engaging or doing advocacy. All participants identified that they have engaged in SJA on micro and macro levels and the importance of instilling this within their students and/or supervisees. The differences are noted in the variety of ways they do so. When doing advocacy on macro levels, one participant stated:

I've sent letters, um, to state officials, uh, I've talked to state officials, I have

joined different organizations, advocated with these organizations, I've, I've done

presentations and proposals, uh, off of different issues. Matter of fact, had a

dissertation surrounded by some of these same social justice issues. So, uh, I've

tried to live and walk the walk as well as, uh, with the students that I, I have

taught in the past and the students that I currently teach in will teach in the future.

I make them aware that their life is more than just the five city blocks that's

around them or the five miles that's around them, just to make sure that they have

an understanding of their fellow man and woman or their fellow person.

Another participant expanded on this concept and stated, "I've worked a little bit at the

local level, but most of my advocacy has been done at the state level." Many participants

identified membership with professional counseling associations as important to

engaging in SJA at local and state levels along with serving on committees.

Comparatively, when engaging in advocacy at micro levels, many participants

identified engaging in advocacy for their individual clients and students. Though

advocacy on the individual level is often thought of for clients, one participant expanded

on how they advocate for students. Specifically, when advocating for students, this type

of advocacy can be viewed as significant as it provides counselors in training a sense of

what it is like to be on the receiving end of advocacy and thus impact their future actions

as counselors who engage in advocacy. One participant stated that there was intention

within their department to "be engaged in advocacy at an individual level, for just the

everyday lives of the students that we just have the honor to mentor in our program, some

of which have incredibly challenging life circumstances."

Using Direct Language

Throughout the axial coding process, what emerged was that modeling also included the action of using direct language when addressing SJA. Specifically, this referred to using direct language during supervision. It became evident that addressing SJA issues must be done in a direct manner or it may get lost in translation or minimized as a counseling practice. A statement that stood out profoundly within the interviews conducted stated in regard to if they have never addressed SJA issues,

> No, no no. I think there's been sometimes students have heard me say, I don't make students. I don't make counselors. I make warriors. Because you have to be able to fight in this field. I'm not going to sugarcoat it because those things are happening.

Comparatively, another participant identified how within the supervision relationship, they would initiate the relationship by including discussion around the identities they have and having the supervisee identify their identities. Following would be discussion on how the various identities and potential perception of hierarchy may impact the supervision relationship. This action was identified as a foundational tool to set the tone that discussing cultural and SJA concepts was to be a norm within their practice. This concept of using direct language and setting the foundation early in the supervision relationship that SJA will be part of the experience was echoed by majority of participants. Other statements included,

- "I usually open this doorway with my own dialogue and processing."

- "In general I wait for the topic to come up organically when students are discussing their clients and there is a larger link to social justice issues. Then we'll discuss the client and how they are impacted by social issues."

- "I'm blunt when we talk about it. Like there's no ifs, ands, or buts about it.

- "I set the stage early on, like this is going to be expected of supervisees and myself."

Expanding Supervisee Perspectives

Another theme that emerged within this study related to the supervisor embracing the importance of their role as a facilitator in expanding supervisee's perspectives related to social systems and beliefs. The following section will discuss subthemes of how participants expanded supervisees knowledge of systems, encouraged creating new lived experiences, and promoted the understanding of communities served.

Expanding Knowledge of Systems

As the literature review identified, one of the most significant barriers for counselors SJA competency is addressing the gap between knowledge and being able to do the work to address barriers within the different societal systems related to culture, diversity, power, and privilege (Hage et al., 2020). Many counselors are taught within their courses that clients are impacted by social and cultural issues but, it is often left at a theoretical level. Within this study, approximately 70% of the participants identified that they will integrate opportunities for expanding their supervisees knowledge of systems as part of cultivating SJA skills. Various approaches to expanding knowledge were reported including intentional discussion, using case studies, bringing in guest speakers within a

classroom supervision setting, sharing personal experiences, using videos, and physical

exposure. Some statements reporting within the interview included:

- "I just always try to bring in the thread. So, whether it's through bringing in reading materials or materials that are related to the topic. Whether it's through education, I share a lot of my own personal case studies and examples."

- "….not just talking about it. And even using the multicultural social justice competencies, that way we can talk about that link between the cultural competence and social justice advocacy."

- "I do a fair amount of quizzing, like what's going on here from a multicultural perspective, from a social justice perspective? What do you see happening and how does that impact your client? How can you be supportive of that?"

Creating New Lived Experiences

As identified in the literature, fieldwork experiences had been identified as a

valuable environment to integrate multicultural and social justice counseling competency

(Cook et al., 2016). Students who engaged in SJA training within fieldwork experiences

have reported increased multicultural and SJA competency (Cook et al., 2016; Goodman

et al., 2018). Furthermore, the use of service-learning has been identified as an effective

approach to further academic learning, enhance professional counselor identity, establish

partnership with community members and organizations, and skill development in

advocacy (Farrell et al., 2020; Lee & Kelly-Petersen, 2018; Lee & McAdams, 2019).

A concept that emerged from the participants of this study included moving

beyond talking about SJA with supervisees. Supervisors engaged in creating

opportunities for new lived experiences in relation to SJA or at least encouraged

supervisees to engage in new experiences. This correlates with the current literature on

how intentional integration of SJA training within fieldwork and/or service learning

opportunities enhances counselor development in the area of SJA. Statements made by

most participants identified that talking about SJA is not enough but, doing it is needed

and supervisors need to be part of facilitating opportunities for their supervisees.

When talking about creating new lived opportunities, some of the statements

included:

- "I think about not only being involved or engaged in relevant issues in the
  counseling community, but also being able to immerse yours in activities that are
  going to promote optimal growth for the clientele."

- "It's just making sure I do things that is going to, really assist my students in
  becoming more involved in social justice advocacy"

- "…try to bring to the table and draw their attention to the opportunities that exist
  within, again, our community, the state, and then the national level. I really do try
  to draw their attention to opportunities for them to become involved locally and
  then branch out from there because I think all policies and things are really
  decided and impacted most strongly at the local level."

- "One of the first things that we, we do discuss is, uh, with every site, I tell
  students, as well as doctoral students, you need to find out what's around your
  site, that you are at. Whether it's a school, whether it's a, uh, a, community center,
  whether it's a private practice, you need to know what's in the area. You need to

know, uh, what are the bus routes? What are the cab routes, things like that. And I, and for some of the students, they said, 'Well, why is that important?' I say, 'Where are your clients coming from? How are they getting to you?' If, if you don't know where the bus is, and some of your clients are taking the bus, they may stop going to you after the first session, because now it's too hard to get to you."

- "…being visible in those communities that you work with, if it's a historically minoritized population."

Understanding Community Served

As identified in the literature review and specifically within the MSJCC Framework, (Ratts et al., 2015) counselors are to understand the impact of the intersection of privilege and oppression, how identities impact the dynamic of power, and how oppression can have influence on the counseling relationship. Part of this understanding is to develop knowledge and understanding of client's worldview (Ratts et al., 2015). Within this study, a reoccurring concept related to expanding supervisees perspectives was the supervisor's promotion of supervisees gaining knowledge regarding the community they are serving.

Counselors find themselves in various settings ranging from but not limited to traditional outpatient, community mental health, and/or inpatient settings. This means that counselors may or may not be working within their immediate community they are most familiar. Furthermore, add on the fact that all counselors have their own lived experiences that impact their work and skillset. Supervisors within this study identified

that it is important to build relationship with the community they are serving, know

details about the community, and develop a level of preparedness to proactively address

systemic barriers and respond to systemic barriers for clients within the community.

Practices and ideas expressed by participants included:

- "Being able to build community partnerships and those relationships with those stakeholders."

- "So, I tell them, when we're talking about social justice, I say, what's important for the things that are in your area? What's going on? What do you see as a need when you look at your clients before they even come in and sit in your office, when you're looking at the, the schools and, and you see certain things, you see stores and things like that, go out and go talk to the people in the community that's around you, find out what's going on, talk to the Alderman's of the areas if there's an automatic kind of system set up. Uh, talk to the store owners, really get a pulse for the area that's around you. That's gonna show you what, where the need is, and what's really going on because they're the people that see everybody on a day to day basis."

- "I actually encourage the supervisees to do more reflective exercises. We also use more case conceptualizations related to what was happening and what type of interventions you're going to use with those clients. And being able to think about how their intersecting identities may be impacting, what's going on, like in the social environment, in the learning environment, and even in the communities."

- "Because a lot of times the students I work with are placed in settings that aren't your traditional... But they're all almost all community-based, you know what I mean? So just acknowledging what that looks like, what the power structure looks like in those settings, the dynamics, the systemic dynamics within those settings, representation in those settings. And just again, having that open dialogue."

Review of the Results

For each participant, their lived experiences were a significant contributing factor to their choice to focus on SJA within their career and more so, as a clinical supervisor. Some participants spoke on how their personal experience with injustice based on their demographics or socioeconomic status drove them to want to see something different in their communities. Some participants identified witnessing issues related to SJA through their career and developed a sense of responsibility. A few spoke on the impact of mentors in their life that encouraged them to take a lead within the professional counseling field to engage in, promote, and teach on effective SJA.

The use of a holistic supervision model was identified by all participants. Participants identified a supervision approach that was rooted in Bernard's Discrimination Model and/or Integrated Development Model allowed for effective guidance and teaching on SJA concepts. Using a supervision approach rooted in the Discrimination model and/or Integrated Development Model promoted flexibility to use different roles based on the supervisees needs. Furthermore, these approaches placed emphasis on the supervisees developmental phases and allowed using the supervisory relationship as a tool to promote growth especially related to SJA skill development.

All the participants engaged in modeling as a method for promoting SJA in the counseling profession and within their supervisees. All participants engaged in either micro or macro level advocacy efforts based on where they felt their skills and interest best supported. Furthermore, some participants identified that modeling the use of direct language when talking about SJA was effective in not shying away from what could be difficult topics thus promoting increased SJA skill development within their supervisees.

Lastly, most participants placed emphasis on expanding their supervisees' perspectives related to SJA related issues. This included expanding knowledge of systems by using intentional discussion, case studies, bringing in guest speakers within a classroom supervision setting, sharing personal experiences, using videos, and physical exposure. Many participants further identified engaging in creating opportunities for new lived experiences in relation to SJA for their supervisees or encouraged supervisees to engage in new experiences. Lastly, a few participants identified the importance of their supervisees becoming knowledgeable of the community or communities they are serving by building relationships and/or knowing about the resources or lack of resources in the area.

Theoretical Description

By way of the CGT methodology, the result of this study promotes the development of an integrated social justice advocacy developmental supervision model. The data and themes that emerged implied that supervisors who engage in, promote, and focus on SJA skill development use an integrated developmental model to guide their practice. Furthermore, based on the data, supervisors who engage in modeling SJA by

engaging in micro and/or macro SJA along with using direct language when talking about SJA issues and concepts can better promote SJA skill development within their supervisees. Also, supervisors who create and promote expanding supervisee perspectives by finding ways to expose them to new systems, communities, and/or experiences can further promote SJA skill development within their supervisees. Lastly, supervisors who can engage in reflection and feedback of their own lived experiences along with supporting their supervisee to engage in their own reflection and feedback related to SJA issues within their life can promote enhanced SJA skill development in supervisees.

Summary

Through this study, I answered the research question: How do professors who are social justice advocates and provide clinical supervision to doctoral students in CACREP accredited counseling programs implement social justice advocacy into their clinical supervision? The central theme focused on the process that is taking place when integrating SJA into clinical supervision. Themes and subthemes that emerged within this study included the impact of supervisors personal lived experiences, using an integrated developmental model approach, modeling SJA, and expanding supervisee perspectives. In the final chapter, I will provide a discussion of the interpretation and potential implications of this study for supervisor development within the counseling profession.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this constructivist grounded theory study was to identify various processes that supervisors make that promote SJA skill development within their supervisees in effort to construct a grounded theory to guide supervisor training. This goal was accomplished via the research question: How do professors who are social justice advocates and provide clinical supervision to doctoral students in CACREP accredited counseling programs implement social justice advocacy into their clinical supervision? Because of the dearth of literature related to how SJA is cultivated within supervisees in the supervisory relationship it was projected that this study could contribute to the current body of literature by offering guidance for teaching future supervisors.

I concluded from this study that supervisors' personal lived experiences were often a driving force behind why they engage in SJA work and place strong emphasis on SJA within their supervision practice. Also, using an integrated developmental model approach was a common practice for supervisors participating in this study to promote SJA skill development. What stood out most about the results was how supervisors took on being an example of how to be a social justice advocate along with creating opportunity to promote growth beyond a traditional supervision session. Supervisors within this study modeled SJA by engaging in SJA within their community and using direct language important in promoting SJA skill development within their supervisees. Furthermore, supervisors within this study reported intentionality in moving beyond

theory and promoted expanding supervisee perspectives by expanding supervisees

knowledge of systems, encouraging creating new lived experiences, and promoting the

understanding of communities served.

Interpretations of the Findings

The findings from this study do not confirm anything related to the current

literature as that was not the goal for this study. The findings do address the dearth of

literature on this subject by presenting a constructivist grounded theory to build on for

future studies and practice within the counseling profession and within clinical

supervision. The following will describe how the findings can be used to guide future

supervision practice.

Supervisors' Personal Lived Experiences

Supervisors' lived experiences appeared to have a strong impact on the

participants within this study. For many participants, their lived experiences influenced

their desire to develop their SJA skillset and to instill that same skillset in their

supervisees. A strong sense of personal responsibility impacted many of the participants

to do work in this area. Within counselor education, at both the masters and doctoral

levels, counselors often engage in personal reflection throughout their program in an

effort to increase their self-awareness especially related to the concept of cultural

competency. This is often done through modalities such as written assignments, group

discussion, and sometimes within presentations. This study implies that supervision

training could benefit from more intentional exploration of the supervisors' lived

experiences and how those experiences are specifically connected to SJA and/or impact

their viewpoint on doing SJA work. This can be done via an increase in reflection-based assignments, engaging in their own reflective supervision during practicum and internship, and/or using a mentor-based relationship. The change in this approach is based on moving beyond cultural competency, which is linked to SJA, towards intentional exploration of SJA within a supervisor- in-training lived experiences. This approach ideally would expand the foundational lens supervisors view their work through.

Integrated Developmental Model Approach

Though this study did not intentionally seek if a specific supervision model was utilized more than others when addressing SJA in clinical supervision, it emerged that using an integrated developmental approach supported SJA skill development. Specifically, an integrated developmental approach rooted in Bernard's discrimination model and/or the integrated development model which allows for flexibility of taking on various roles such as teacher, counselor, and/or consultant while honoring the supervisees current stage of development which can be different depending on the skill. Supervisors within this study would take on various roles to promote SJA skill development. One participant outlined this by stating, "…there's a role for every occasion and there are times where you need to as the supervisor switch out those roles." This is not surprising and was connected with the literature by that the SJA concept often remains at the theoretical level and more guidance and exploration on how to engage in SJA is a gap within the counseling profession.

Within clinical supervision training, exploring the interconnectedness between an integrated development model and promoting SJA skill development may be beneficial. More exploration early in supervisory training may promote continuity in SJA skill development. This exploration can be done within supervision courses or for those who are not seeking a terminal degree in counselor education, workshops that teach supervision models should also integrate how SJA is part of the supervisor-in-training emerging approach.

Modeling

Within the counseling profession, SJA can often stall at a theoretical level as few resources explain how to engage in SJA. What emerged from this study is that modeling is a skillset that supervisors can use when instilling SJA skillset within their supervisees. Many of the participants noted that they are actively involved in SJA ranging from micro to macro levels. Furthermore, many found that using direct language was an important skill to use to promote further growth of SJA skills within their supervisees. As stated by some participants in this study, direct language could look like being "blunt when we talk about it. Like there's no ifs, ands, or buts about it" or setting the "stage early on, like this is going to be expected of supervisees and myself."

The data suggest that counselor education and supervision programs along with counselor supervisory training programs would benefit from creating opportunities for learners to engage in intentional SJA in order to enhance their ability to model the skill. Furthermore, activities that supported developing the ability to practice direct language such as role play, intentional assignments at their sites, and/or reflective activities to

bring awareness of this skillset and allow for feedback on how to enhance such skill. The important component of this supervisor skillset is that there needs to be intentional opportunity for engagement, reflection, and feedback so that supervisors increase their awareness on how this skill is developing within their practice.

Expanding Supervisee Perspectives

Supervisors within this study noted that they were intentional on expanding supervisees' perspectives, including expanding knowledge of systems, creating new lived experiences, and understanding the community being served. Expanding supervisees' perspectives was a hands-on and intentional act. These actions overwhelmingly took SJA from theory to action.

The data related to expanding supervisees' perspectives suggest that supervisory training integrate engaging in the act of expanding personal knowledge of systems, creating new lived experiences, and exploring to gain understanding of communities served. By engaging in these tasks as a supervisor-in-training, a deeper understanding of the importance of having knowledge of systems and communities served will be cultivated to convey to future supervisees. Supervisory training programs could support learners by intentionally having assignments related to expanding personal perspectives, increasing knowledge of systems, and knowledge of how to learn about communities being served throughout the program to truly instill the SJA skillset. Additionally, comparative to the other domains, personal reflection and feedback would be beneficial to promote effective supervisor growth in this domain.

Conceptual Framework and Grounded Theory Model

The grounded theory emerged from this study supports inclusion of integrated SJA in supervision practice. An integrated social justice advocacy developmental supervision model (figure 1) can promote supervisor-in-training development and practice. The data from this study implied that supervisors who engage in, promote, and focus on SJA skill development used an integrated developmental model to guide their practice. Furthermore, based on the data, the following recommendations are inferred for supervisor training:

- Modeling (modeling and direct language) - engaging in SJA on micro and/or macro levels to gain the ability to model SJA.

- Exposure (expanding supervisee perspectives) – Supervisors in training are to be exposed to new systems, communities, and experiences.

- Reflection and Feedback (impact of personal lived experiences) – Supervisors in training are to engage in a continual reflection and feedback loop during their training to gain deeper insight of the impact of their personal lived experiences, and their progress on intentionality in engagement in SJA during training to promote their personal skill set.

Figure 1

Integrated Social Justice Advocacy Developmental Model
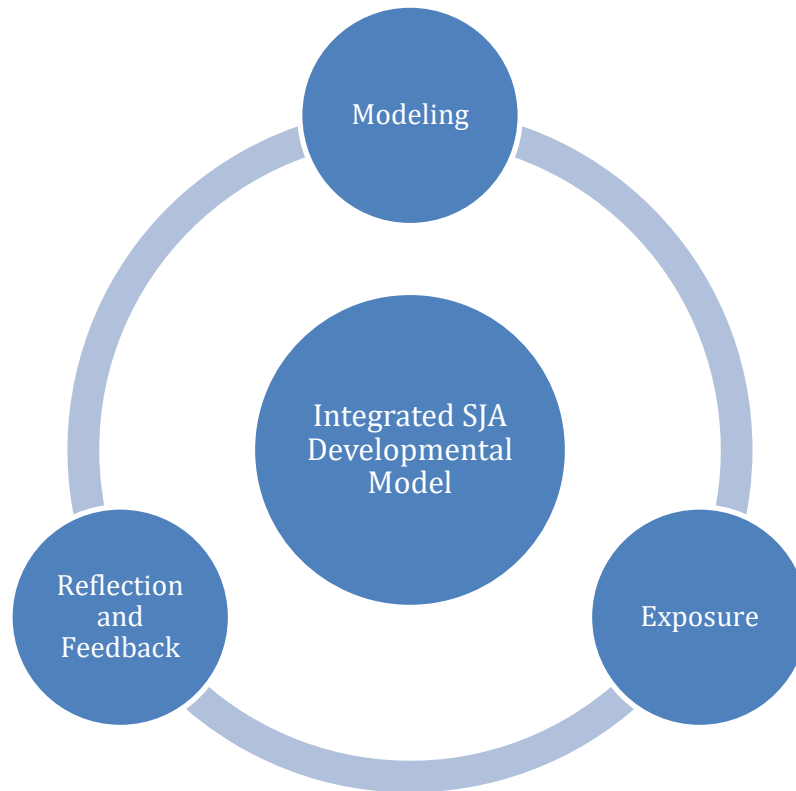
Limitations of the Study

Despite the counseling profession embracing the ideal of contributing to literature and decreasing the barriers within clinical supervision, finding participants for this study was quite difficult. It was noted by a participant that finding participants that met the criteria for this study was "like finding the unicorns of the counseling field." Those who met the criteria for this study were often in program leadership roles or had very heavy schedules. Furthermore, not all clinical supervisors who met criteria considered

themselves social justice advocates. This resulted in data collection taking much longer to complete as participants were very hard to find.

Furthermore, limitations that impacted this study included generalizability. Within this study, the sample size was small and may not be generalizable to the larger population. Furthermore, I interviewed doctoral level trained counseling professionals which may not be generalizable to master level trained counseling professionals. Also, this study did not include the perspective and experiences of supervisees. Future studies exploring supervisee's experiences may be beneficial for enhancing supervision approaches that were effective in cultivating SJA skills.

Recommendations

The recommendations for future studies include taking the foundation of this study and interviewing masters level clinicians who have engaged in supervision to gain further insight into SJA skill development. The rationale for interviewing master clinicians is that most supervisors within the counseling profession are licensed at the master's degree level. A doctoral degree is not necessary for licensure. This future study may introduce an additional lens to view SJA skill development through and/or it may confirm the information that emerged from this study.

Additionally, it is recommended that future studies include engaging in a case study of institutions that have already developed a model for increased exposure to engaging in SJA via service-learning projects, community service, and/or other hands-on experience. Universities that have already taken this approach for their master level programs may provide insight into further direction for supervisor training and possibly

enhancing master level program instruction on SJA. Models do currently exist but, there remains a need for increased literature related to his counseling area.

Furthermore, it is recommended that future studies include implementing the CGT model that emerged from this study within select supervisory programs and conduct a case study analysis of the effectiveness of the model. This could involve observation and analysis of the supervision training. This future study would include interviews of the supervisors-in-training supervisees. Lastly, this study would also use pre and post surveys of perceived SJA skill set for the supervisors-in-training and their supervisees.

Lastly, it is recommended that standards be established across the counseling profession for master level supervisory training. Though CGT study focused on doctoral trained supervisors, the findings may be transferrable to master level supervisor training. Considering the current lack of training for master level supervisors, continuity for training that integrates SJA training influenced by the results of this study could benefit the counseling profession.

Social Change

Social justice advocacy, social change, justice, and equity are embedded within the ethical and professional counselor identity (ACA, 2014). However, with a dearth of literature on how to do SJA, this study was conducted to promote further insight into this aspect of the counselor identity. The MSJCC (2015) framework was cultivated to address the expanding issues related to inequity that impact client's overall quality of life. The MSJCC framework identifies that counselors are to have competency in the areas of attitudes and beliefs, knowledge, skills, and action in relation to power, privilege, and

oppression within the four domains of counselor self-awareness, client worldview, the counseling relationship, and counseling and advocacy interventions. The change that could come about from implementing the CGT that emerged from this study is that counselors will be more effective at addressing issues related to social change, justice, and/or equity as there would have been more intentional support and training on how to do so. Counselors' ability to perform SJA ultimately produces a domino effect within the larger communities served as the barriers that present on micro or macro levels will be addressed intentionally through action. When all counselors can engage in SJA confidently, what results is transformative change of systems and communities and ultimately a move towards a more equitable society.

Conclusion

The purpose of this CGT study is to increase understanding of the process by which SJA can be integrated into clinical supervision, and thus generate a theory for teaching supervisors to effectively integrate SJA in clinical supervision. The findings of this study add to the current body of literature, insight and direction on how to teach supervisors to be intentional in instilling effective SJA skillset in their supervisees. This information provides guidance for counselor education and supervision programs along with other supervisory training programs on the importance of intentional development of a supervision model that promotes SJA development. Also, this information provides direction on the need for supervisors engaging in SJA on micro and/or macro levels to enhance their ability to model SJA along with opportunity to practice direct language related to SJA. Furthermore, ample opportunity for reflection and feedback is implied for

supervisors in training to promote effective development of SJA and the domains within

this study.

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Appendix A: Interview Protocol

The following includes the interview procedure for my research study that sought to explore the implementation of social justice advocacy in clinical supervision. The following provides the invitation letter/email, screening for eligibility form, the informed consent, introductory statement, the interview, and closing statement. The interviews were conducted via zoom. Allowing for virtual interviews increased the size of the population that could be requested to participate that met the specific demographic identified for this study. Recruitment was done by submitting a request for participants via email through Counselor Education and Supervision Network Listerv (CESNET LISTSERV). I sent out a request three times to CESNET LISTSERV. I further sought participants within my professional network by sending request via email for personal participation and referrals for participation. I also posted numerous requests for participants through social media in the following professional groups: Black Counselor Educators Rock, Professional Counselors Discussing Social Justice in Counseling, and PhinisheD/FinishEdD (Drs/Future Drs). Each request for participants included a statement requesting referrals for other participants that meet the study criteria.

Invitation

Month XX, 202X

Greetings,

I hope this note finds you well. I am a Counselor Education and Supervision student in the Walden PhD program. As part of my research study, I need to conduct interviews with Counselor Educators and Supervisors to explore their process that takes place when integrating social justice advocacy in clinical supervision. Would you be interested in participating in this study?

The process will include completing a screening for eligibility, an Informed Consent statement, which I will email to you, and allowing me to interview you over the phone or via Zoom. The whole process should take no more than 90 minutes of your time.

Please let me know if you would like to participate. This process has deadlines, so we will need to begin the process by _____ and finish the interview by _____.

You can contact me by phone 414-499-2088, e-mail, Mary.Rodgers1@waldenu.edu if you have any questions.

Very Respectfully,

Mary Rodgers

Screening for Eligibility Form

Thank you for interest in participating within this study. Part of this process include identifying appropriate participants for the study. Please respond to this screening by answering the following questions:

Are you a Doctoral level counselor educator that is actively teaching and provides clinical supervision in CACREP accredited counseling programs?

☐YES ☐NO

Are you fully a licensed counselor by your state to practice counseling?

☐YES ☐NO

Do you have at least five years of experience in teaching and practicing clinical supervision?

☐YES ☐NO

Briefly describe the meaning of Social Justice Advocacy:

Identify *at least three* ways you integrate Social Justice Advocacy within your supervision practice:

Thank you again for your interest in this study. If you are identified to meet the screening criteria, you will receive an email with an informed consent along with asking for your availability to schedule a virtual or telephonic interview. Thank you again for your time and interest.

Informed Consent

You are invited to take part in an interview for a research course that I am completing as part of my doctoral program. The purpose of the interview is to increase understanding of the process by which social justice advocacy can be integrated into clinical supervision, and thus generate a theory for teaching supervisors to effectively integrate social justice advocacy in clinical supervision.

Interview Procedures: I am requesting that you permit me to conduct an audio-recorded interview for about 90 minutes. Transcriptions of interviews will be analyzed as part of my research study. Copies of your interview recording and transcript are available from me upon request.

Voluntary Nature of the Interview: This interview is voluntary. If you decide to take part now, you can still change your mind later. There will be no consequence for withdrawing from the study. Any data that was collected prior to your withdrawal will be destroyed and not included in the study.

Risks and Benefits of Being Interviewed: Being in this interview would not pose any risks beyond those of typical daily life. There is no direct benefit to you. The larger counseling population may benefit from the results of this study by potentially impacting future supervision practice.

Privacy: Interview recordings and full transcripts will be shared with each interviewee, upon request. Transcripts with identifiers redacted will be shared with my university faculty along with my analysis. The interview recording and transcript will be destroyed after 5 years.

Contacts and Questions: You can contact the researcher, Mary Rodgers, by phone 414-499-2088, or e-mail, Mary.Rodgers1@waldenu.edu if you have any questions. If you want to talk privately about your rights as an interviewee, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 612-312-1210.

Please share any questions or concerns you might have at this time. If you agree to be interviewed as described above, please reply to this email with the words, "I consent.

Please consider keeping a copy of this consent form.

Introductory Statement

Thank you for taking time out your schedule to participate in this interview. The focus of this study is to understand how doctoral level professors who provide clinical supervision to students in Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited counseling programs describe their implementation process of social justice advocacy into their clinical supervision. At this time, I will review the informed consent with you and answer any questions you may have prior to starting the interview. [Review informed consent document]

The interview should take no longer than 90 minutes to complete. Do you have any questions before we begin?

Interview

RQ: How do professors who are social justice advocates and provide clinical supervision to doctoral students in Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited counseling programs implement social justice advocacy into their clinical supervision?

1. Describe your background in Counseling and Counselor Education.
     a. How many years have you been licensed?
     b. What is your area of practice?
     c. How many years have you been in counselor education?
2. Tell me your experiences in Clinical Supervision.
     a. Tell me about your training experience in clinical supervision
3. What is your understanding of Social Justice Advocacy in the counseling profession?
4. Tell me your experiences in Social Justice Advocacy as a counseling professional
5. How do you address social justice advocacy in clinical supervision?
6. Tell me about specific techniques you use to promote SJA skill development with supervisees
     a. How do you know what techniques to utilize with supervisees when addressing SJA?

7. Tell me about positive experiences when addressing SJA skill development in supervision.

    a. Tell me about difficult experiences when addressing SJA skill development and how you overcome those experiences?

8. Has there ever been times you have not addressed SJA skill development when you should have? If so, what stopped you from doing so?

9. Please share with me any additional information that was not covered in this interview that you believe it pertinent and beneficial to the counseling profession regarding SJA in clinical supervision.

Thank you that concludes the questions for this interview. Are there any last question or statement you would like to add? Again, copies of your interview recording, and transcript are available from me upon request. If needed, may I contact you for follow up or clarification? Thank you again for your time and participation.