This questionnaire is intended to evaluate the quality of multicultural supervision. If you have had a supervisor that is culturally or racially different from you, complete this questionnaire with respect to this particular supervisor.

Your ethnic/racial identity: ____________________________________________

Your supervisor’s ethnic/racial background: _____________________________

Your gender: _______________  Your supervisor’s gender: _____________

What was the nature of the clinical site where this supervision took place?
_______________________________________________________________

How long ago? _______________  How long were you with this supervisor? _______

What was the level of your clinical training then with this supervisor?
________________________________________________________________________

On the basis of your experience and observation, please rate the following statements in a way that most clearly reflects your opinion about this supervisor, according to the following scale:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Undecided</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

I. Attitudes and Beliefs

1. Demonstrates openness and respect for culturally different supervisees. _____

2. Recognizes the limitations of models and approaches based on Western assumptions in working with culturally different individuals. _____

3. Recognizes that what is inappropriate from the standpoint of the majority culture may be appropriate for some minority cultures. _____

4. Dismisses the importance of cultural assumptions in counselling and supervision. _____
5. Does not pay any attention to the demographics of supervisees. ____
6. Has made statements that suggest a racist attitude. ____
7. Does not seem to be aware of the existence of unintentional racism. ____
8. Does not seem to be aware of own implicit cultural biases in counselling and supervision. ____
9. Does not seem to be aware of own limitations in working with culturally different supervisees or clients. ____
10. Respects the worldview, religious beliefs and values of culturally different supervisees. ____
11. Has never mentioned that race is an important consideration in supervision and counselling. ____
12. Believes that contemporary models and approaches of counselling are equally generalizable to ethnic minorities. ____
13. Exhibits a respect for other cultures without overly identifying self with minority culture or being paternalistic. ____
14. Demonstrates an interest in learning about other cultures. ____
15. Acknowledges that his or her own life experiences, values and biases may influence the supervision process. ____

II. Knowledge and Understanding

1. Displays an understanding of how culture, ethnicity, and race influence supervision and counselling. ____
2. Demonstrates an understanding of the problem of racial stereotyping in supervision and counselling. ____
3. Demonstrates a familiarity with the values systems of diverse cultural groups. ____
4. Knows that biases and assumptions of Western counselling models can have a negative effect on culturally different supervisees and clients. ____
5. Shows some knowledge about the cultural traditions of various ethnic groups. ____
6. Understands my culture and value system. ____
7. Knows something about how gender, socioeconomic status and religious issues are related to minority status.

8. Understands why minority students and clients often distrust authority figures representing the dominant culture.

9. Understands the world views of supervisees and clients from other cultures.

III. Skills and Practices

1. Is able to avoid racial stereotypes by take into account both the uniqueness of individuals as well as the known characteristics of the culture.

2. Considers supervisees’ cultural and linguistic backgrounds in giving them feedback and evaluation.

3. Has used expressions that are offensive to minorities.

4. Shows sensitivity in supervising culturally different trainees.

5. Encourages discussion of cultural and racial influences in counselling and supervision.

6. Shows a commitment to learning and enhancing own multicultural competence in supervision and counselling.

7. Knows how to adapt knowledge of cultural differences to supervision and counselling.

8. Recognizes the value of methods and approaches of help-giving that are different from Western practices.

9. Recognizes individual differences in ethnic/racial identity.

10. Is very rigid and dogmatic regarding what constitutes the proper approach of counselling.

11. Negatively evaluates supervisees who do not conform to supervisor’s own theoretical orientation and approach of counselling.

12. Communicates effectively with culturally different supervisees at the both verbal and non-verbal levels.

13. Is flexible in adjusting his/her supervisory style to culturally different supervisees.
14. Criticizes culturally different students when they use direct and structured
approaches in counselling their clients. 

15. Demonstrates sensitivity to conflicts between the generic characteristics of
counselling and the values of different cultural groups.

16. Takes into account cultural biases in assessments and clinical judgments.

17. Makes use of every opportunity to increase supervisees’ multicultural
competence in counselling.

18. Assists supervisees in formulating culturally appropriate assessment and
treatment plans.

19. Takes into account racial biases and sociopolitical implications in counselling
and supervision.

20. Is willing to consult or refer to resources available in ethnocultural
communities.

21. Demonstrates competence in a wide variety of methods of assessment and
interventions, including non-traditional ones.

22. Is able to clarify presenting problems and arrives at culturally relevant case
conceptualization with clients from different cultural backgrounds.

23. Is able to develop culturally appropriate treatment plans for clients from
different cultural backgrounds.

IV. Relationship

1. Is able to clarify the ambiguity and expectations of roles in a cross-cultural
supervisory relationship.

2. Is able to reduce my defensiveness, suspicions and anxiety about having a
supervisor from a different culture.

3. Has a tendency to abuse supervisory power (i.e., imposes view on
supervisees).

4. Actively interacts with minority students outside of counselling and classroom
settings.

5. Provides guidance to international students and new immigrants to facilitate
their acculturation.

6. Makes supervisees feel safe to share their difficulties and concerns.
7. Gives emotional support and encouragement to minority students. 

8. Makes an effort to establish a relationship of trust and acceptance with culturally different supervisees. 

9. Actively seeks to reduce cultural biases and discriminatory practices. 

10. Shows no interest in understanding my cultural background and ethnic/racial heritage. 

11. Welcomes my input even when I express different views and values. 

12. Shows unconditional acceptance of all supervisees, regardless of their race, ethnicity and culture. 

13. Cares about the welfare of supervisee and client. 


15. Is able to relate to culturally different supervisees, while maintaining own cultural values. 

16. Is able to integrate own beliefs, knowledge and skills in forming relationships with culturally different supervisees. 

17. Shows an interest in helping minority students overcome systemic and institutional barriers. 

18. Makes an attempt to understand and accommodate culturally different supervisees. 

19. Is able to overcome cultural and linguistic barriers in working with minority students and clients.