

# Addressing the Unique Supervision and Training Needs of Spanish-Speaking Clinicians



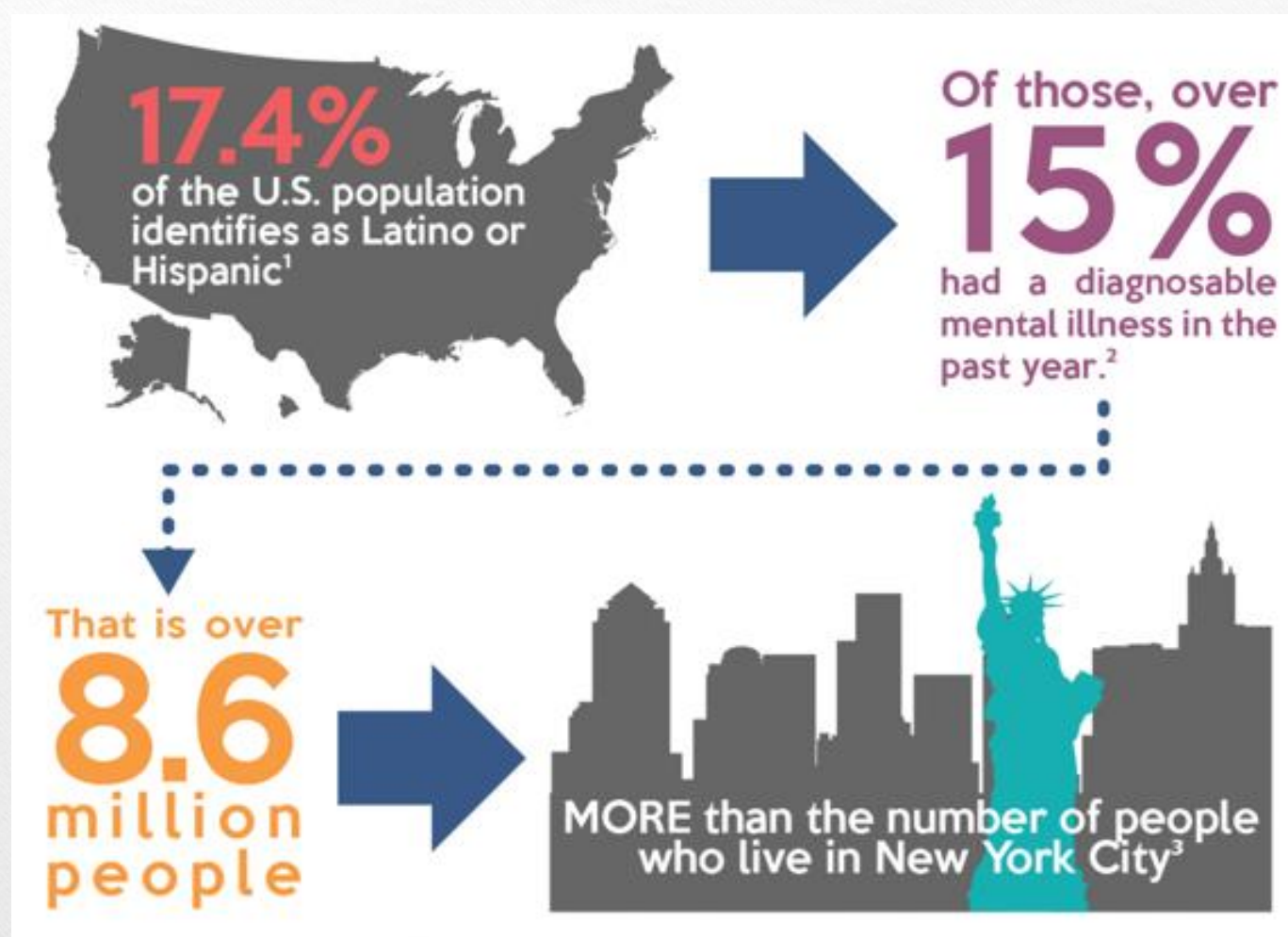
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# Objectives

- Explore the need for Spanish speaking supervision and training.
- Explore frameworks for bilingual practice.
- Using a supervision framework, participants will learn methods for supervising bilingual practitioners, focusing on needs of the Spanish-speaking practitioner.
- Explore the potential ethical issues that can arise in bilingual practice.
- Explore the ethical responsibilities in the supervision of bilingual practitioners.

# Latino Population



Source:

<http://www.mentalhealthamerica.net/issues/latinohispanic-communities-and-mental-health>

# Hispanic Subgroups

Figure 2

## Top U.S. Counties, by Hispanic Origin Group

*Number and share of origin groups in the largest county by population*

<b>Origin group</b>	<b>County</b>	<b>Population</b>	<b>Share of national Hispanic origin group population (%)</b>
Mexicans	Los Angeles County, CA	3,510,677	11
Puerto Ricans	Bronx County, NY	298,921	6
Cubans	Miami-Dade County, FL	856,007	48
Salvadorans	Los Angeles County, CA	358,825	22
Dominicans	Bronx County, NY	240,987	17
Guatemalans	Los Angeles County, CA	214,939	21
Colombians	Miami-Dade County, FL	114,701	13
Hondurans	Miami-Dade County, FL	54,192	9
Ecuadorians	Queens County, NY	98,512	17
Peruvians	Miami-Dade County, FL	40,701	8

Note: "Share of national Hispanic origin group population" shows the share of a Hispanic origin group's national population residing in a single county. For example, 11% of the nation's Mexican-origin population lives in Los Angeles County and nearly half (48%) of the nation's Cuban-origin population lives in Miami-Dade County.

Source: 2010 U.S. Census Summary File 2

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# *Español: El Idioma Oficial*

## Latin America



1. Argentina
2. Bolivia
3. Chile
4. Colombia
5. Costa Rica
6. Cuba
7. Dominican Republic
8. Ecuador
9. El Salvador
10. Equatorial Guinea
11. Guatemala
12. Honduras
13. Mexico
14. Nicaragua
15. Panama
16. Paraguay
17. Peru
18. Spain
19. Uruguay
20. Venezuela

# *HISPANIC/LATINO CLINICIANS*

- A national survey revealed that out of 596 licensed psychologists with active clinical practices who are members of the American Psychological Association, only 1 percent of the randomly selected sample identified themselves as Hispanic/Latino
- In 1999 CMHS reported the existence of 29 Latino mental health professionals for every 100,000 Latinos in the United States.

# The Challenge for the Profession

- There is a high level of need in the U.S. to recruit and train bilingual social workers and other mental health practitioners given the large population of LEP clients needing mental health and social services.
- Bilingual practitioners carry higher caseloads to meet the demands of the growing Latino population.
- These social workers rarely receive specialized training, other than the language skills they possess, to work with this population

Source: Engstrom (2009); Biever, et al. (2002).



# Activity

Dyads- What have you encountered in supervising Spanish speaking clinicians that is unique?



# Practice Frameworks

<b>Santiago-Rivera- Therapy Framework for Culturally Sensitive Practice (1995)</b>	<b>Fuentes- Framework for Understanding Salient Issues in supervision and delivery of bilingual services (2004)</b>
Level of acculturation-Language	Language
Level of acculturation-Culture	Acculturation
Assessment-Psychological & health	Theory technique, and skill
Therapeutic approaches	Client's sociopolitical realities
Intervention strategies	
Resources	

**Clinical supervisors should familiarize themselves with culturally competent practice frameworks.**

# A Supervision Framework for Bilingual Practice

## Supervision Tasks Framework (Sierra & Sevilla, 2017)

- 1 **Safety and trust-** establishing a strong supervisory relationship
- 2 **Language skills-** of both supervisor and supervisee, and need for expression. Explore and discuss level of fluency, caseload considerations, reporting out in Spanish, how to help develop language skills.
- 3 **Language competency-** Consider how supervisor and supervisee can develop strategies for building language fluency.
- 4 **Acculturation-** Explore parallels and discuss level of acculturation of both supervisor and supervisee in relation to client.
- 5 **Ethical Issues-** Exploring session content and process.
  - Quality of Care: Exploring content of the session and questions supervisors can ask
  - Potential ethical issues related to language and cultural understanding.
    - ✓ Language use in risk assessment
    - ✓ Identification of risk factors
    - ✓ Translation of treatment and intervention concepts
    - ✓ Healing practices and Resources

# 1. Safety and Trust

- “Effective supervision is predicated on establishment of sound, trusting and professional relationships” (Fuertes, 2004, p. 91)
- Practitioners need a supervisor (bilingual or not) who is aware and invested in the needs of bilingual students who counsel in Spanish. Practitioners need a qualified supervisor who acknowledges the challenges faced by bilingual practitioners, including:
  - Fear and anxiety when starting a new field practicum compounded by the expectation to translate newly learned skills into another language.
  - The complex needs of LEP clients require increased time and effort, which could prove overwhelming for the student (Engstrom et al., 2009).
  - Fatigue due to alternating from one language to another during client interactions (Engstrom et al., 2009).

## Suggested Tasks

- Have a conversation about the practitioners caseload.
- What kind of support does the practitioner feel they will need?
- What fears or anxieties do they have. Discuss your own.
- Normalize the process of an English-to-Spanish supervision session.

## 2. Language Skills

- “Supervisors should assess disparities in language ability and cultural knowledge between themselves and their supervisees, or between supervisees and their clients, and consider the implications of these disparities in the quality of supervision and counseling” (Fuertes, p. 87).
- Bilingual practitioners carry disproportionately higher caseloads to meet the demands of this growing population. However, they rarely receive specialized training other than the language skills they possess (Engstrom, Min, & Gamble, 2009; Biever, Castano, de las Fuentes, Gonzalez, Servin-Lopez, Sprowls, & Tripp, 2002).

## Suggested Tasks

- Discuss your level of competency in speaking and comprehension.
- Consider the percentage and number of cases the practitioner must work with using Spanish.
- Invite the practitioner to report out in Spanish even if you are not fluent or do not speak Spanish.

## Suggested Tasks

When it comes to language transition, there are ways supervisors can help practitioners make the transition to supervision

- Have you been speaking Spanish all day?
- How has that impacted you?
- Remember that the session they are discussing happened in Spanish and they are telling you in English....it is being translated. Are they editing because of the work it takes to translate?

## Suggested Tasks

- Understand that your primary language is your “heart” language.
- When your supervisee is trying to tell you something and can’t articulate what client said, encourage them to switch to Spanish just so they can get it out.
- Supervisor doesn’t have to understand.
- This intervention can help a supervisee “get unstuck”



### 3. Language Competency

- Individuals with two languages and ways of thinking, feeling, interpreting, emoting, and interacting in the world, may need help transitioning (Engstrom, 2009).
- Practitioners noticed differences in their relationships with clients, which included small talk and more personal use of self (Sprowl, 2002)
- Practitioners who received their clinical training in English felt less confident in delivering interventions in Spanish (Verdinelli & Biever, 2009)

## Suggested Tasks

- Think of suggestions to help the practitioner develop language skills.
- Ask practitioner how they develop their own language skills (family, friends, *novelas*).
- Give them materials and ask them for materials they may be using (vocabulary).

# *Espanglish/Inglanól*

- Neologism: first coined in 1940's by Puerto Rican linguist (Salvador Tio)
- Definition:

*A hybrid language combining words and idioms from both Spanish and English, especially Spanish speech that uses many English words and expressions.*

- **Code-Switching:** when a speaker alternates between two or more languages

# *Palabras Creadas o Compuestas*

## **Neologismo**

- This method makes new words by pronouncing an English word “Spanish style,”
  - "Taipear" (to type)
  - "Marqueta" (market)
  - "Biles" (bills)
  - “Lonchar/Lonchar" (to have lunch)

# *Extenciones Semanticas*

## English

- Support
- Introduce
- Carpet
- Application
- Remove
- Park
- Actually

## Code Switching

- Suporte
- Introducir
- Carpeta
- Aplicacion
- Remover
- Parquear
- Actualmente

## Spanish

- Apoyo
- Presentar
- Alfombra
- Solicitud
- Quitar
- Estacionar
- Real

## 4. Acculturation

- “Acculturation is an ever-present topic that is discussed “early and often” in supervision, because it informs the worldview and assumptions of everyone involved as well as the selection of interventions in supervision and counseling” (Fuertes, 2004, p 89).
- Language fluency and cultural fluency do not go hand in hand (Fuertes, 2004)

## Suggested Tasks

- Supervisor should be able to explain their own level of acculturation or how they relate to the concept.
- Explore level of acculturation of the practitioner in comparison to the client they are working with.
- Practice and model cultural humility
- Explore stereotypes of cultures/norms held by the practitioner.
- Use assimilation models to facilitate discussion.

# *Levels of Assimilation*

(Ricardo Mendoza, CSPUP, 1990)

## **Culture Shock**

**Native Cultural Traditions**

**Mainstream Cultural Traditions**

**Cultural Shift**

**Completely Assimilates**

**Cultural Resistance**

**Denies United States/Mainstream Customs**

**Cultural Incorporation**

**Adopts customs of both cultures  
High Acculturation - Dual Learning**

**Cultural Transmutation**

**Low Immersion to both customs. Individual does not identify with or accept either culture. Will most likely adapt to/develop into a subculture**



## 5. Ethical Issues-Exploring Session Content and Process

- Quality of care is an ethical responsibility of both supervisor and practitioner.
- Santiago-Rivera (1995) asserts that type and quality of service may be contributing factors to the underutilization or early termination of mental health services.

## Suggested Tasks

- Normalize the professional responsibility for self-assessment.
- Responsibility of a supervisor (non Spanish-speaking) is to inquire about any risk issue as you would to an English-speaker.
- Ask, “How were you feeling as you asked that in Spanish?” “Do you think your client understood you?”

## Suggested Tasks

- Fluent and non-fluent supervisors
  - Ask, “So how did you ask your client, tell me in Spanish”
  - Case example- “grief”
  - Bring awareness of the art of asking questions
  - Responsibility of finding out how to ask should be stressed.
  - Increase supervisees awareness of how they are translating concepts.
- As practitioners expand in language competency they will expand in practice competency.

## Suggested Tasks

- For any risk issue, always check with language and comfort level.
  - How did you ask?
- Explore how the student asks about
  - Child abuse
  - Suicidality
  - Intimate Partner Violence
  - Trauma
- Vignettes and small groups

## Suggested Tasks

- Reflective learning tools as a way to explore content and process: Process recordings/recordings
  - Can help supervisor know what really happened in session
  - For non-Spanish speaking supervisors it has limitations but it is useful for the practitioner to self-reflect.

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