**Supplemental Materials**

**Reflective Local Practice: A Pragmatic Framework for Improving Culturally Competent Practice in Psychology**

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Table 1

*Self-Assessment of Culture in Regard to Privilege: Hot Spots, Blind Spots, and Soft Spots*

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| --- | --- | --- | --- | --- |
|  | + | 0 | + / - | - |
| Social class |  |  |  |  |
| Sexual orientation |  |  |  |  |
| Gender Identity |  |  |  |  |
| Ability |  |  |  |  |
| Education level |  |  |  |  |
| Gender |  |  |  |  |
| Looks/ Body type |  |  |  |  |
| Geographic origin |  |  |  |  |
| Veteran status |  |  |  |  |
| Profession |  |  |  |  |
| Political affiliation |  |  |  |  |
| Religion |  |  |  |  |
| Subcultures |  |  |  |  |
| Survivor status |  |  |  |  |
| Race |  |  |  |  |
| Ethnicity |  |  |  |  |
| Age |  |  |  |  |

(+) powerful = your experiences in this dimension have given you power and privilege over others; this may predispose you to a BLIND SPOT or, under certain circumstances, a SOFT SPOT

(0) neutral = your experiences in this dimension have been neutral regarding power over others (are you sure?)

(- / +) mixed = your experiences in this dimension have both given you power over others and others have had power over you; this may lead you to inconsistent reactions

(-) powerless = your experiences in this dimension have put you in a one-down position relative to others; this may predispose you to a HOT SPOT or, if shared with your client, a SOFT SPOT

Table 2

*Provocative Questions and Discussion Points*

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| Read over the list of questions and discussion points. Pick one that you feel you could elaborate on in front of the group. You can pick the same question or discussion point as someone else. This exercise will be helpful to the extent that we can be honest and expand- without puncturing- our comfort zone in discussing culture as it emerges from our backgrounds. Be as specific as possible when answering the questions (try to give examples) or speaking to the discussion points. The terms “family” and “parents” below should be used to indicate whoever was significantly involved in your upbringing.  Did your family discuss politics? Argue about them?  Were you punished or reprimanded as a child for “talking back”?  What family members or friends lived in your home growing up (parents, siblings, cousins, grandparents, distant relatives)?  What was the attitude toward education in your family?  What could you do that would get your father really angry?  What could you do that would get your mother really angry?  What could you do to get the highest level of praise in your house?  What did your parents tell you (or show you) about money?  What did your parents tell you (or show you) about work outside the home?  Did your parents have friends outside the family? Were they neighbors, work friends, old friends?  Did your parent enjoy his/her work?  Did your family take vacations together?  What group did your parents talk bad about behind closed doors? What was the “cover” or “core” issue they did not like about this group?  Was religion or spirituality part of everyday life for you as a child?  What meaning, if any, did possessions have for your family?  What sports (if any) did your family watch on TV? Participate in?  What was your family’s attitude toward the armed services? Were there many veterans in your family?  How important was achievement in your family?  What were your family’s attitudes toward “independence” vs. “interdependence”?  Was anyone in your family differently abled or chronically ill? What were your family’s attitudes toward disability and government money for the differently abled?  What was dinnertime like in your family? Who cooked, if anyone? Were you all together? Were there discussions or arguments or mostly silence? |

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| Table 2, continued  *Provocative Questions and Discussion Points* | |
| What was the highest compliment your parents could give to a public figure?  What role did music and art play in your life as a child?  Did your parents have specific aspirations for you?  Did anyone in your family get reprimanded for “getting above their raising” or “putting on airs”?  What did your family tell you or show you about the roles of men and women?  Did you have a lot of rules in your home? Were they spoken or unspoken?  What were your parents frightened of? How did you know this?  What were your family’s practices and beliefs concerning alcohol and drugs?  How was death handled in your family?  How was emotion handled in your family? Which emotions were “allowed” and which were not?  Was it assumed you would stay close to home or move away as an adult?  How often did you get together with extended family?  Are there rituals or customs that you had as a child that you miss today? Are their rituals or customs that you are glad to have shed?  Were there any black sheep in your family? What violation(s) had they committed to earn that status?  Was anyone in your family on welfare or other government aid programs? What were your family’s attitudes toward such programs?  Was anyone in your family or close network incarcerated? What were your family’s attitudes toward “criminals”?  What were some phrases or clichés that your parents repeated to you growing up?  Describe an experience when you became acutely aware of cultural differences between yourself and those around you.  Describe an experience when you became aware of cultural differences between how you were raised and how you had developed as an adult.  Describe an experience in doing therapy when you feel you failed to some degree due to cultural blindness on your part.  Describe a prejudice that you retain which you acquired in your childhood (this one is only for the brave and/or oblivious).  Describe an experience in which you felt shame about some aspect of your family of origin.  Describe an experience in which you felt hurt or damaged by someone’s cultural blindness.  Describe an experience in which you became aware of heightened appreciation for your cultural background. | |
| Table 3 | |
| *Suggestions for Trainers Using the RLP Approach* | |
| Timeframe: Prior to Beginning of Training Year | |
| Self-Reflection (Insight-oriented processes for the trainee) | |
|  | - Ask incoming trainees for a brief reflective essay on their training needs around culture |
| Local (Geographically-specific knowledge) | |
|  | - Assign incoming trainees readings on local cultures, including fiction, poetry, and histories of various racial and ethnic groups  - Assign a term search related to local vocabulary, arts, and cuisine |
| Practice (specific skill sets required for culturally-sensitive psychological practice) | |
|  | - Have a quality improvement meeting with the Training Committee to scrutinize program and training materials for areas in which culture is treated as a separate aspect of training  - Update evaluation forms and materials to integrate culture into all domains  - Review options for trainee experiences gathered from the institution’s Diversity Committee |
| Supervisor Training | |
|  | - Utilize Hot/Blind/Soft Spots concept in training with supervisors  - Update Diversity Committee membership and review faculty contribution to cultural content of seminars—strive for inclusion and beware of relying on cultural “experts”  - Review supervision notes templates to make sure culture is included |
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| Timeframe: Orientation | |
| Self-Reflection (Insight-oriented processes for the trainee) | |
|  | - Introduce bias as a natural, universal product of human perception and cognitive schema production  - Differentiate bias from malicious intent  - Engage in exercises such as Provocative Questions, Hot/Blind/Soft Spots, Implicit Association Test |
| Local (Geographically-specific knowledge) | |
|  | - Discuss assigned readings with emphasis on trainees’ reactions to the material  - Conduct cultural tour |
| Practice (specific skill sets required for culturally-sensitive psychological practice) | |
|  | - Introduce cultural practice skills as embedded aspect of clinical training |
| Supervisor Training | |
|  | - Remind supervisors of embedded nature of culture as an aspect of every session, every case  - Review updated forms with supervisors |

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| Table 3, continued | |
| *Suggestions for Trainers Using the RLP Approach* | |
| Timeframe: First Semester of Training Year | |
| Self-Reflection (Insight-oriented processes for the trainee) | |
|  | - Institute brief, regular “reflection” period to begin each weekly seminar in which interns are encouraged to reflect on cultural issues they have encountered in the previous week, or to process reactions to the previous week’s seminar/workshop  - Attempt to have one person, preferably the Director of Training, facilitate this throughout the year to provide continuity |
| Local (Geographically-specific knowledge) | |
|  | - Present calendar of local cultural activities in community to trainees  - Follow up with weekly reminders via email and during seminars  - Didactic seminar topics on local cultures focused on vocabulary and history (pragmatically-focused). At our site, this includes the following:  - Military/Veteran Culture  - Southwestern Native Cultures  - Hispanic Cultures in New Mexico  - GLBTQ Cultures  - Cultures of Science and Religion |
| Practice (specific skill sets required for culturally-sensitive psychological practice) | |
|  | - Present the following topics in brief workshop format or via supervision:  - Culturally sensitive assessment  - Taking a cultural history  - Initiating necessary, challenging discussion related to culture  - Discussing one’s own cultural background with clients  - Managing cultural breaches/rifts  - Role play culturally sensitive intake interview, perhaps utilizing the Cultural Formulation Interview  - Provide training in culturally-sensitive case conceptualization  - Discuss adaptation of ESTs to fit cultural conceptualization |
| Supervisor Training | |
|  | - Utilize supervision of supervision groups  - Examine supervision standards related to culture  - Hold workshop to review how to teach cultural practice skills |

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| Table 3, continued | |
| *Suggestions for Trainers Using the RLP Approach* | |
| Timeframe: Second Semester of Training Year | |
| Self-Reflection (Insight-oriented processes for the trainee) | |
|  | - Hot/Blind/Soft Spots, revisited—use seminar time to revisit where trainees are in terms of cultural self-understanding and applying this knowledge to clinical care |
| Local (Geographically-specific knowledge) | |
|  | - Cultural community events continue  - Didactic seminar topics on local cultures continue |
| Practice (specific skill sets required for culturally-sensitive psychological practice) | |
|  | - Training topics focused on cultural practice skills continue  - Continue developing approach to culturally-sensitive case conceptualization  - Case presentations with format encouraging discussion of the trainee’s culture and how it interacts with the client’s culture |
| Supervisor Training | |
|  | - Workshops continue  - Organizing a cultural potluck with trainees/faculty bringing dishes that reflect personal culture (e.g., childhood dishes) |
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| Timeframe: End of Training Year | |
| Self-Reflection (Insight-oriented processes for the trainee) | |
|  | - Assessment of skills by simulated patient interaction, or viewing of videotape  - Self-assessment essay regarding cultural experiences, changes in clinical practice regarding cultural issues, and self-awareness of culture |
| Local (Geographically-specific knowledge) | |
|  | - Encourage trainees to consider how to engage with local community at next stage of training/profession |
| Practice (specific skill sets required for culturally-sensitive psychological practice) | |
|  | - Creation of “Tips and Tricks to Promote Cultural Awareness in Clinical Work” document with the trainee class |
| Supervisor Training | |
|  | - Quality improvement of exit interviews and intern feedback on cultural training, with focus on planning for improvement to following training year |

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| Table 4 | |
| *Suggestions for Practicing Psychologists Using the RLP Approach* | |
| Self-Reflection (Insight-oriented processes for the practitioner) | |
|  | - Review the Hot/Blind/Soft Spots grid to improve awareness of yourself as a cultural being  - Identify compensation strategies to aid with modulating your “spots”  - Go through the Provocative Questions to increase awareness of subtle aspects of your background  - Identify how these aspects may influence your professional work, identify  compensation strategies as needed  - Take the Implicit Assumptions Test, or re-take it if you have done so before  - Consult with a trusted peer on the results  - Reflect on whether any institutional process in which you are involved perpetuates over-pathologizing of cultural aspects of your clients  - Work to change group norms around this through education, changing  meeting structures, and changing assessment/note templates |
| Local (Geographically-specific knowledge) | |
|  | - Consider: Do I have direct experience interacting with my client population’s cultures?  - Consider: Have I gone out of my comfort zone to have experiences that would give me first-hand exposure to cultures other than my own?  - Visit different religious services  - Go to recreational events attended largely by persons affiliated with  different cultures from your own  - Drive and tour unfamiliar neighborhoods, shop in unfamiliar stores  - View movies, read books, appreciate art reflective of local culture  - Eat in restaurants that serve local cuisine  - Consider: Am I familiar with local history?  - Visit historical societies, readings  - Ask elders in the community  - Form or join a group interested in local history |
| Practice (specific skill sets required for culturally-sensitive psychological practice) | |
|  | - Consider: Have I learned to address culture directly in assessments, therapy, consultation, research, and supervision settings (as applicable to one’s practice)?  - Practice in a peer supervision group  - Consider: Am I aware of my clients’ cultural strengths and do I use them in treatment planning?  - Change treatment planning templates to include culture/cultural strengths  - Educate others in your team meetings about assessing for and utilizing  culture in clinical work  - Consider: Do I know how to do a cultural interview?  - Familiarize yourself with the Cultural Formulation Interview in DSM-5  - Practice in a peer supervision group  - Consider: Do I know how to describe myself culturally to a client or a supervisee, if appropriate? |
| Table 4, continued | |
| *Suggestions for Practicing Psychologists Using the RLP Approach* | |
| General Suggestions | |
|  | - Find or create a peer group to work on improving cultural competence in a  communitarian manner  - Journal club  - Cultural plunge club  - Diversity committee  - Diversity subcommittee of an existing training committee  - Peer supervision group to build your own culture-related awareness of hot,  blind, and soft spots and to develop culture-related clinical skills and  compensations  - Spearhead a revision of your training program’s cultural competence  training  - Form a peer supervision of supervision group in which the group norm is to  help other members improve training around cultural issues in supervision of  trainees |