**Trainee Perspectives of Culturally-responsive Supervision & Mentorship**
Findings from a survey of all DPHB trainees administered in May/June of 2023

This survey aims to gather insights into how well our supervision practices address and incorporate cultural diversity, equity, and inclusion. Please note that while the results of this survey can provide valuable qualitative insights, the responses have not undergone statistical analysis, so the findings will reflect general trends and individual opinions rather than definitive conclusions.

Response options will be in **Bold**, all write-in options will be in *italics*.

Trainee Characteristics:
- Of 150 DPHB trainees (including psychology interns and postdocs, psychiatry residents and fellows), 56 responded.
- Respondents (n=56) were from both psychology (60.7%; n=34) and psychiatry (39.3%; n=22) training areas.
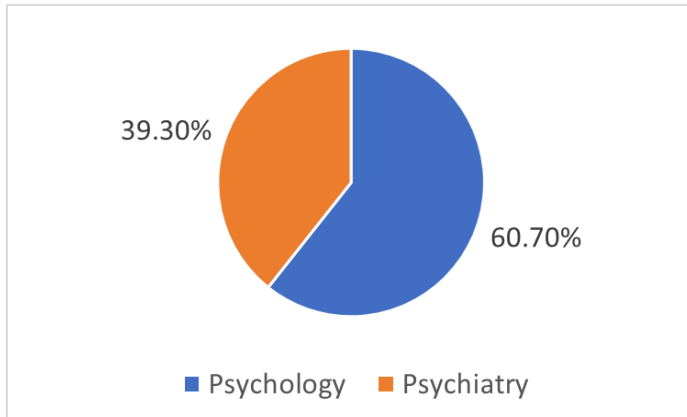

- Majority of respondents reported being in a clinically-focused training area (66.1%; n=37) and the remainder reported being in a research-focused training area (32.1%; n=18).
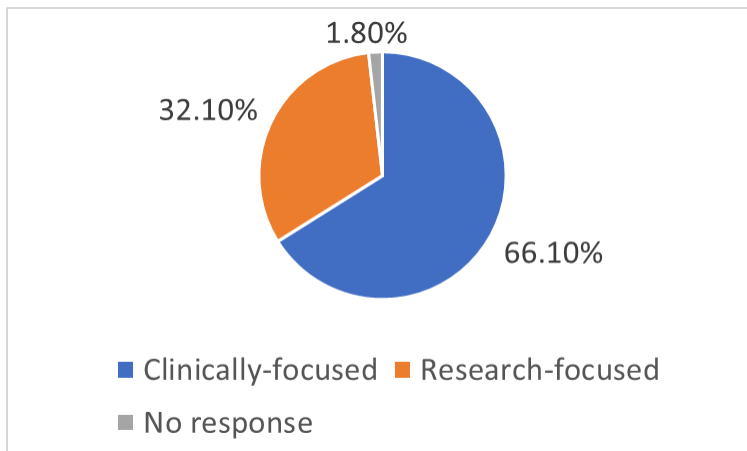
- Just under ⅓ of trainees identified as an underrepresented race or ethnicity (30.4%, n=17), with 5.3% (n=3) preferring not to state and 8.9% (n=5) electing to not respond to the question. Over half of trainees reported that they did not identify as an underrepresented race or ethnicity (55.4%; n=31)
    - Of the trainees identifying as an underrepresented race or ethnicity, 70.6% (n=12) were from psychology and 29.4% (n=5) were from psychiatry.
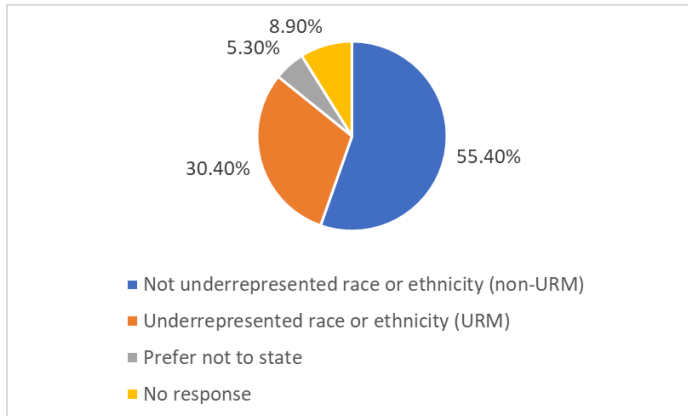

- Most trainees identified as women (66.1%; n=37). The remainder of trainees identified as male (19.6%; n=11), gender non-conforming or transgender (1.8%; n=1), preferred not to state (7.1%; n=4), or did not respond to the question (5.4%; n=3)
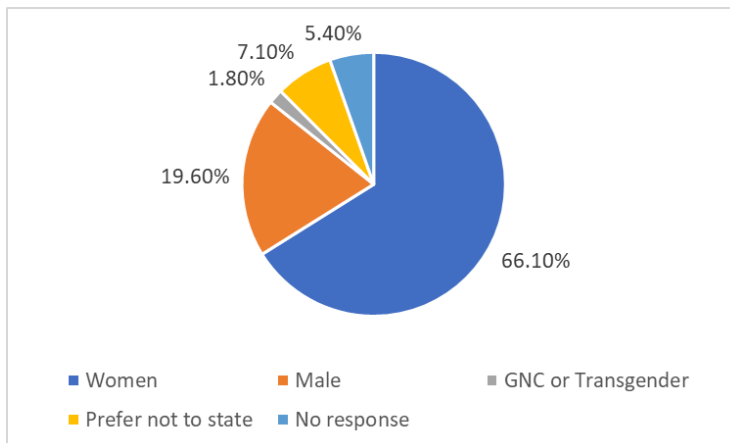
Spaces and/or People that Support Culturally-responsive Supervision & Mentorship:
- Where do trainees feel they can openly talk about ways in which their race, ethnicity, and/or cultural background influence their training?
    - **In DPHB network of peers** (75%; n=42)
    - **In DPHB network of mentors and supervisors** (67.9%; n=38)
    - **In DPHB professional spaces, like small groups and seminars** (62.5%; n=35)
    - **In your training space within DPHB, like clinic/research group** (53.6%; n=30)
    - *Peers (within DPHB or healthcare generally) from underrepresented backgrounds* (5.4%, n=3)
    - **None** (3.6%; n=2)
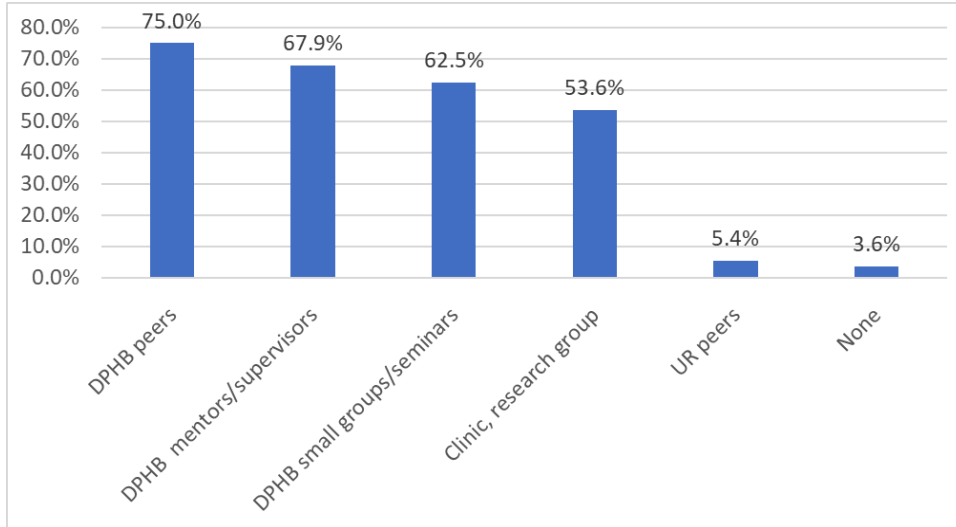
- In which spaces, or with which people, do trainees feel that they can openly talk about ways in which their race, ethnicity, and/or cultural background influence their training?
  - **Peers** (75%;n=42)
  - **Clinical supervision** (51.8%;n=29)
  - **Program director** (48.2%; n=27)
  - **Program space** (41.1%; n=23)
  - **Research mentorship** (41.1%; n=23)
  - **Diversity mentor** (19.6%; n=11)
  - **Other mentor** (10.7%; n=6)
  - *Peers of color/historically underrepresented backgrounds* (5.4%; n=3)
  - *Select research and/or clinical mentors that trainees trust and/or are from the trainee's same ethnicity* (3.4%; n=2)
  - *Non-evaluative mentor* (1.8%; n=1)
  - *Didactics* (1.8%; n=1)
  - *Tracey Guthrie* (1.8%; n=1)
  - **None** (3.4%; n=2)
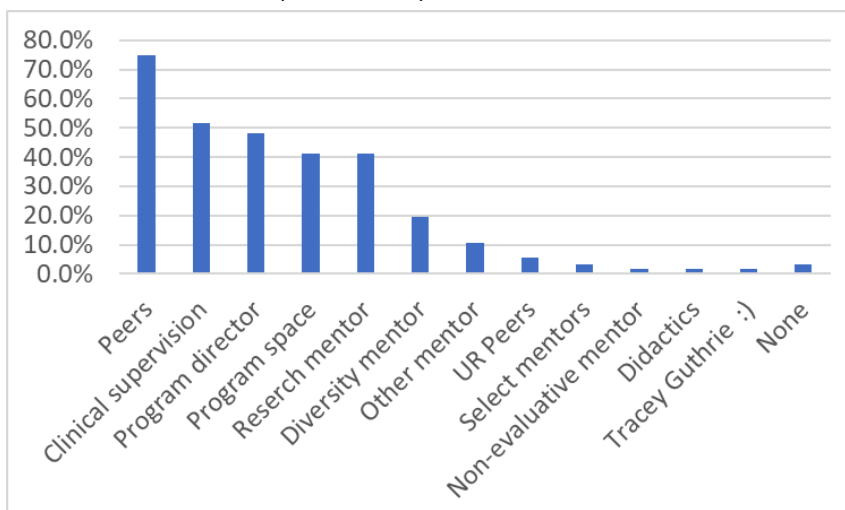
Summary of **factors that are conducive** to having a space where trainees can talk openly about the ways in which their race, ethnicity and/or cultural (r/e/c) background influence training

| Themes	Representative Quote
Supervisors' non-judgmental approach and trust in the supervisor	"lack of judgment, open-minded, not having a dogmatic ideology"
Building trusting relationships with supervisors	"Getting to know these people and feeling safe to talk about these topics with them"
Open, supportive environment among peers, mentors, or other colleagues	"Knowing that the folks I was talking to were supportive and open to the discussion"
Supervisors proactively addressing these topics and leading by example through discussions they initiate	"Supervisors and those in positions of power naming this and starting the conversation"
Having professional relationships with individuals of similar backgrounds and/or viewpoints	"Sharing identities with those people."
Supervisors' training and knowledge about these topics supports discussions.	"Knowledge about how different identities affect daily experience and training"
Supervisors being willing to disclose details about their identity.	"Finding supervisors who not only share my ethnicity but whom also have been willing to be vulnerable/transparent in how their ethnicity has impacted their practice "
Supervisor empathy	"empathy, safety, belonging, without fear of retribution either professionally or socially"
Green = theme endorsed primarily by URM trainees	

Summary of **barriers** to having a space where trainees can talk openly about the ways in which their race, ethnicity and/or cultural (r/e/c) background influence their training

Themes	Representative Quote
Power differential in supervisory relationships decreased comfort with discussing r/e/c issues.	"Power imbalance; many supervisors are not well trained in cultural humility; fear (and prior experience) of retribution, especially when supervisors' experience and perception differ from ours …. lack of acknowledgement that lived experiences of POC trainees have both personal and professional values; most supervisors and peers of dominant backgrounds do not bring up this topic and sometimes appear uncomfortable; the burden of having to be cautious and diplomatic when bringing up this topic ourselves when it is POC trainees disproportionately affected by racial/ethnic inequity; it feels very risky because it may come across as challenging supervisors and cause negative emotions-- trainees are subject to supervisors' evaluation, so this creates disadvantages for the trainees; hence, pressure for many POCs to not raise issues..."
Fear of negative impact on training - such as negative evaluations, judgment, unwillingness to teach, supervisors complaining, avoiding general discomfort, etc	"It can be ambiguous what biases and prejudices people hold and how it will impact their judgment of your clinical work."
Witnessing and experiencing discrimination and racism	"Hearing insensitive things being said by supervisors/"higher-ups" about other minoritized groups that made it feel unsafe to share own struggles as a minoritized trainee."
Lack of representation among supervisors is a barrier to discussing r/e/c issues, as it highlights program values and abilities	"The quality of my relationship with my supervisors makes it comfortable for me to bring up these topics - however, the lack of training available for my supervisors (all of whom who identify as white) makes it almost not worth it as I know all they would be able to do is listen when I need more than that."
Lack of training to both initiate and maintain r/e/c conversations effectively	"lack of training among mentors to initiate and handle conversations around race/ethnicity; mentors do not initiate conversations"
Defensive responses from supervisors during discussion of r/e/c issues	"I feel as though many "older generations" of psychologists view DEI conversations and initiatives to be "niche," a box to check, or, at worst, a moral panic. Without explicitly stating and revisiting DEI-related conversations, I feel that those contexts wouldn't welcome discussions of cultural background and identity." - 30
Lack of already a strong foundation of a personal relationship with the individuals in the group	"I think the lack of personal relationships makes it hard."

| No "defined" space, meaning that both the supervisors and the program are not making it clear when some r/e/c issues can/should be discussed	"No defined space to bring up the issue"
A sense that DEI issues are not being prioritized or centered	"Our department seems to value intellectualized conversations about race and anti-racism over action items and accountability that could drive real change. This overall culture makes discussions of race unpleasant and unproductive, in my experience."
Green = theme endorsed primarily by URM trainees	

Experiences with Supervisor/Mentor Proficiency in Addressing R/E/C Issues and Initiating R/E/C Discussions:
- Trainees rated supervisors as moderately equipped (3.6/5) to address issues related to race, ethnicity, and culture that arise in one on one settings
    - Trainees from underrepresented race/ethnicity reported their supervisors as slightly less equipped in this area (3.2/5) than those who were not (3.8/5)
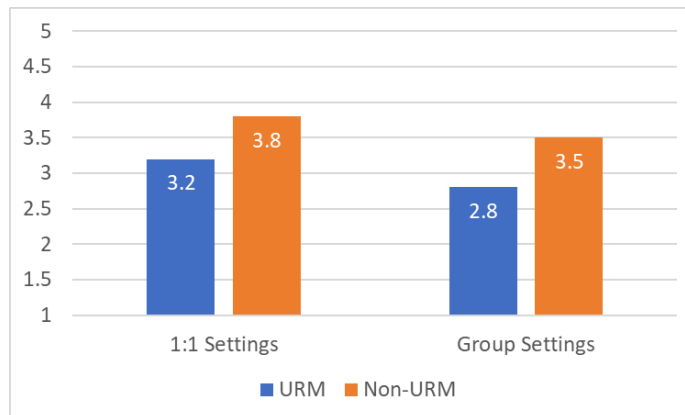

- Trainees rated supervisors as moderately equipped (3.2/5) to address issues related to race, ethnicity, and culture that arise in group settings and discussions.
    - Trainees from underrepresented race/ethnicity reported their supervisors as slightly less equipped in this area (2.8/5) than those who were not (3.5/5)

- Trainees reported that many of their supervisors are not initiating discussions around race, ethnicity, and culture.
    - 7.1% of trainees reported none of their supervisors/mentors initiate r/e/c discussions
    - 30.4% reported that <25% of their supervisors/mentors initiate r/e/c discussions
        - 64.7% (n=11) of trainees from underrepresented race/ethnicity reported 0-25% initiate discussions
    - 21.4% reported that 25-50% of their supervisors/mentors initiate r/e/c discussions
    - 23.2% reported that 51-75% of their supervisors/mentors initiate r/e/c discussions

○ 17.9% reported that 75-100% of their supervisors/mentors initiate r/e/c discussions
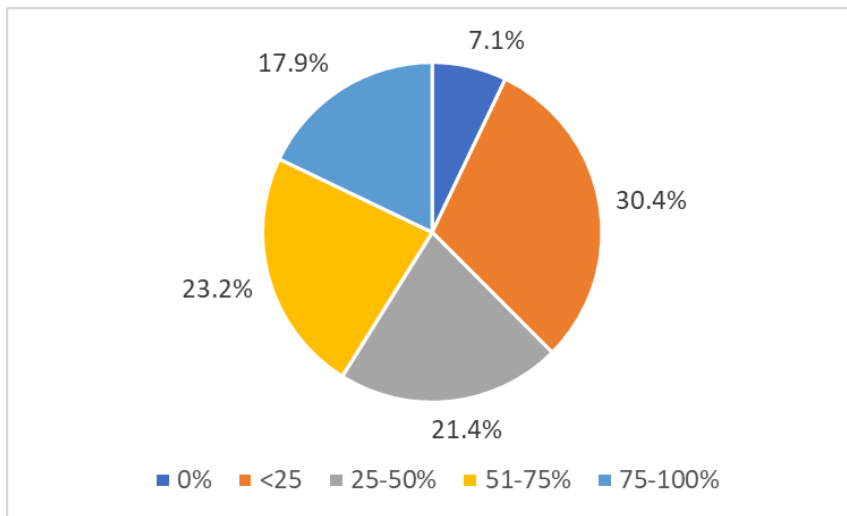

Comfort Levels with Raising Issues Related to R/E/C:
- Trainees rated feeling moderately comfortable (3.8/5) raising issues related to r/e/c with supervisors and mentors
  ○ Comfort levels differed among trainees according to whether or not they endorsed being a part of an underrepresented race/ethnicity. Those from underrepresented backgrounds reported moderate comfort (3.8/5), and those preferring not to state reported less comfort (2.6/5) - compared with non-URM trainees (4.1/5)
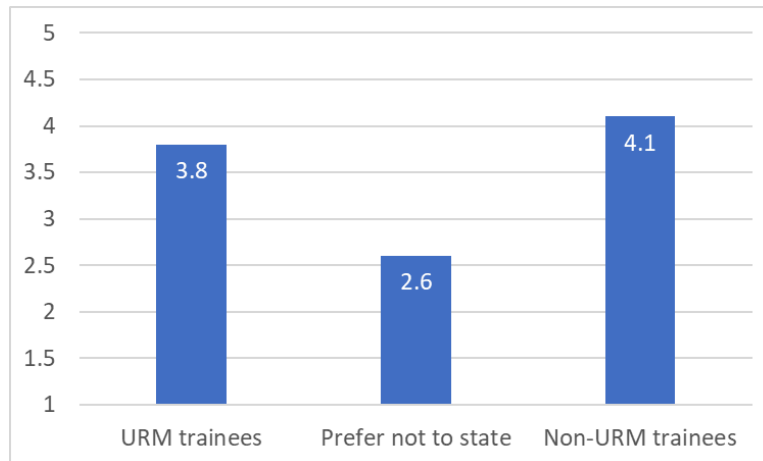
  ○
- Over half of trainees reported that they feel comfortable raising issues related to r/e/c with most of their supervisors and mentors
  ○ 26.8% felt comfortable raising r/e/c issues with <25% of supervisors/mentors
    ■ 47.1% (n=8) of trainees from underrepresented race/ethnicity reported comfort with < 25% of supervisors/mentors
  ○ 12.5% felt comfortable raising r/e/c issues with 25-50% of supervisors/mentors

- 14.3% felt comfortable raising r/e/c issues with 50-75% of supervisors/mentors
- 46.4% felt comfortable raising r/e/c issues with 75-100% of supervisors/mentors
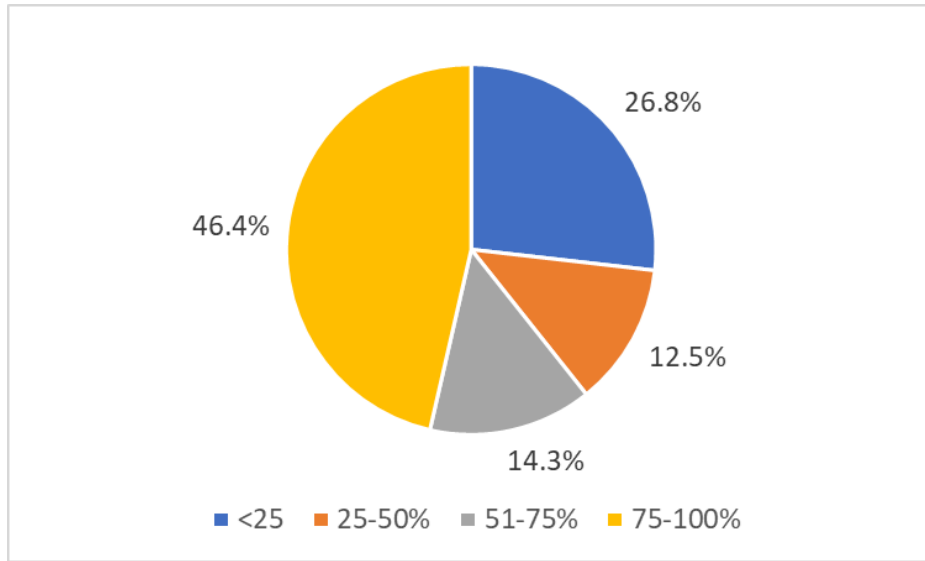
Summary of **factors that help** trainees feel comfortable bringing up r/e/c in supervision

Themes	Representative quote
Supervisors' humility, non-judgmental approach, and trust in the supervisor	"They would initiate the conversation with curiosity and cultural humility."
Open, supportive environment	"Their opening of the topic, and demonstration that they understood why the topic was important, how to speak to that topic, and where their own growth opportunities might be (e.g., expressed cultural humility) were all important signals that have helped build a rapport on these subjects over time."
Supervisors proactively addressing these topics, initiating discussions, and leading by example	"Talking about this at the beginning of the rotation-- supervisors emphasized the importance of discussing these issues so it felt like a safe space to do so."
Supervisor's identity. Underrepresented minority (URM) trainees talked about the importance of supervisors having a shared race/ethnicity/culture identity and non-URM trainees said the supervisors' identity as POC was important for them.	"Shared background, the supervisor being transparent about how their ethnic identity has shaped their practice "
Establishing safety in the supervisory relationship	"Honest communication that this was a safe space to discuss such issues and acknowledgement of potential issues that may arise without assumptions of the effects."

Supervisors' commitment, training, and knowledge about these topics	"Demonstrating commitment to their own DEI education and training, acknowledging race, ethnicity, and cultural issues in conversation, and discussing how race, ethnicity, and culture should be considered in my study design for my [grant] application."
Supervisors being willing to disclose details about their identity	"Disclosure of their own identities, intentional creation of safe space from beginning of relationship, development of trust"
Supervisors' awareness of their own positionality	"Certainly that these supervisors have demonstrated that they've done the work and actually care about these issues. It goes beyond attending trainings and reading papers. I want to hear how supervisors are invested in the community, how they go above and beyond for patients and see them as unique people, have them be able to describe the minority stress model and provide examples of where they've seen it in action, and also recognize their positionality and areas of privilege. It also helps when a supervisor clearly demonstrates their care for a trainee, and wanting us to succeed…"
Green = theme endorsed primarily by URM trainees	

Summary of **barriers** to feeling comfortable bringing up r/e/c in supervision

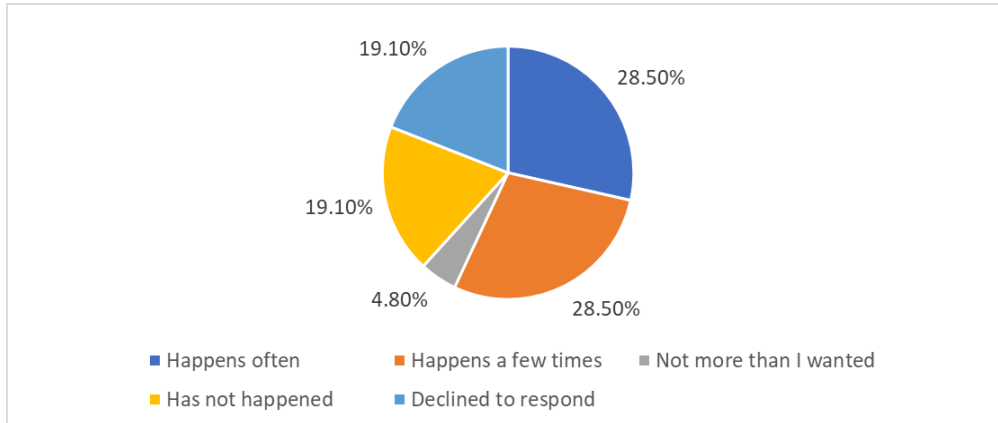| Themes	Representative quotes
When supervisors/mentors are uncomfortable or less open to having conversations about race/ethnicity/culture	"When supervisors are visibly uncomfortable when these topics are bought up, unsure how to proceed with the conversation, switch topics abruptly, never initiate these conversations - essentially supervisors do not have the training to be culturally responsive supervisors."
Fear of consequences (e.g., judgement, negative reactions, retribution) of bringing up issues related to DEIB or race/ethnicity/culture (primarily related to impacts to their training and career)	One trainee (non-URM) identified that some of the fear stemmed from observing the supervisor/mentors own working style and lack of understanding of issues pertinent to R/E/C – quote is redacted to maintain privacy, but trainee cited several examples such as the mentor expressing they are displeased when trainees needed to work from home due to family or transport issues, and the mentor themselves working through floating and designated holidays special to certain communities

Hard to trust supervisors/mentors to initiate and engage in conversations surrounding race/ethnicity/culture safely and effectively.	"Supervisors or other leaders not taking the first step to raise the topic and/or otherwise not creating a safe environment."
Supervisors/mentors seem to not have or want to make the time to discuss issues of race/ethnicity/culture.	"Supervisors who are busy and don't seem to have the time to discuss the issues and/or would seem bothered to have to make time to discuss them."
Supervisors/mentors are not adequately addressing issues related to DEIB (both personal and professional) in their work together. Trainees described this as both 1) a lack of knowledge or competence and 2) a lack of interest in effectively engaging in conversations surrounding race/ethnicity/culture. These concepts appear to be intertwined in the responses (as perceived or demonstrated lack of interest is likely 1 factor preventing pursuit of knowledge and personal growth on the part of the mentor/supervisor)	"If there are clinical scenarios where race, ethnicity and/or culture play a role but the supervisor/mentor fails to bring it up. If I do bring up the importance of these factors but it goes unacknowledged by supervisors/mentors."
Supervisor/mentors expressing views that minimize challenges faced by trainees and faculty from under-represented backgrounds. This often involved examples of supervisors/mentors finding other "excuses" or "explanations" for behaviors and felt experiences.	"Experiences being minimized if brought up in the past, an environment where race issues are discussed as potential excuses for felt experiences."
Supervisors/mentors lack of acknowledgement of systemic issues within the department and university, with one individual referring to it as "denial" and another stating that mentors/supervisors are instead choosing to minimize challenges faced by URM trainees/faculty	"A number of supervisors that I have encountered in DPHB have expressed views that minimize the challenges of trainees and faculty of color … as opposed to acknowledgement that the systems within DPHB might be barriers for faculty and trainees)..."
Supervisors' actions do not reflect their words regarding commitment to DEI	"A number of supervisors that I have encountered in DPHB...demonstrate virtue signaling without action (e.g., stating an interest in supporting DEI initiatives but taking few steps to do so in practice, often blocking efforts by stating they are not convenient without engaging in any level of problem solving to find alternatives)."
Observed supervisors' racist speech or actions	"...Aside from this factor, there have been a few occasions in which this mentor has unintentionally made assumptions about cultural items that certain lab members would have affinity toward based on their race or ethnicity…."
Green=theme endorsed primarily by URM trainees Orange = theme only endorsed by URM trainees	

Specific Actions Trainees Would Like Supervisors/Mentors To Take:

Themes	Representative quotes
Required training and continuing ed for supervisors/mentors	" Read up on the existing literature and messages from BIPOC scholars/professionals, reflect on one's biases and privileges, be open to listen and learn, be mindful of power differential and one's own emotional reactions (e.g., discomfort, inclination to attribute perceived problems to POC's personal characteristics instead of thinking about the different context that they operate in)"
Protected time, outside of formal didactics or seminars	"In didactic DEI settings, sometimes folks can struggle to be honest about their experiences because they fear judgment from the facilitators. The facilitators are very passionate about the work so it can be difficult to challenge things in the moment in order to facilitate a discussion."
Open, ongoing, and active discussions with mentors/supervisors	"Introducing topic actively, creating space to discuss it with intention"
Encourage mentors and supervisors to share aspects of their identities to improve the supervisory relationship	" Sharing, as they feel comfortable, their own identities and the struggles/privileges those identities afford them. This would allow me to feel more comfortable and signal that they care about these issues and will be sensitive to them when discussing patients/research."
Increased attention to diversity factors when conceptualizing cases	"It would be useful for my supervisors to more consistently integrate conversations about race, ethnicity, and culture for all cases to ensure it is not only discussed with persons whom we assume may have different experiences from us."
DPHB increase its oversight of these issues, as well as hire more diverse mentors and supervisors	"I also believe that there is a need for more diverse faculty/mentors which I know is a goal of the department as well. To that end, I would like to see explicit reflection on DPHB's cultural norms and how they can evolve to better support a more diverse workforce."
Encouragement from mentors to pursue their own DEI/AR education	"I would like to see more intentional trainings goals set in this area"
Peer supervision for supervisors/mentors to support each other's growth in DEI	"There needs to be more mandated training. Additionally, supervisors and mentors need peer supervision groups to talk out how to respond to these issues so the burden can stop being placed on trainees to teach these topics to their supervisors."
Green = theme endorsed primarily by URM trainees Orange=theme only endorsed by URM trainees	

How frequently are trainees who are members of minoritized groups asked by their supervisors/mentors to participate in DEI initiatives beyond their job responsibilities?

- ○ Of those who endorsed this question being applicable to them (n=21):
  - ■ 28.5% stated this happens often (n=6)
  - ■ 28.5% stated this happened a few times (n=6)
  - ■ 19.1% declined to respond (n=4)
  - ■ 4.8% stated 'not more than I wanted' (n=1)
  - ■ 19.1% stated this has not happened (n=4)

Summary of trainee perspectives on being asked by their supervisors/mentors to participate in DEI initiatives beyond their job responsibilities

Themes	Representative quote
Appreciated having the opportunity to share their insights but also felt burdened by the added responsibility.	"Mixed; on the one hand, it is an opportunity for me to contribute to the community. On the other hand, it adds up and these are all uncompensated work, and seeing peers and faculty of color seeming overwhelmed with these demands (whether they were willing or hesitant) can be discouraging. Also, it is unclear whether it is helpful for professionals of color to be characterized as having a DEIB focus and pursue career in that track. Those positions have historically been without much power or compensation."
Welcomed the opportunity to share their lived experiences.	"I welcomed the opportunity to discuss my perspectives and experiences as a member of a minoritized group."
Frustration	"It's really frustrating. Whenever I raise concerns about diversity or equity in the lab, it is suddenly my responsibility to curate a presentation and teach on the issues instead of my mentor taking it seriously and educating himself on the topic."