

Supplementary Material

A – Modules 1 and 6 of SP/SR Programme for CBT Therapists from Minoritised Ethnicities

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Module 1: Identifying a Challenging Problem

Introduction

You are now ready to begin this SP/SR programme. We are going to start by identifying a focus for the programme, so we can formulate the issue and set goals. We are making the explicit assumption that your ethnic background affects your experience in your clinical role in many different ways. Similarly to therapy one key task is to make sure that there is a clear focus, so in this module we will guide you to identify what in particular you would like to work on in this programme.

Exercise: Identifying My Challenging Problem for the SP/SR Programme

Coming from a minoritised ethnicity will probably have affected your life in multiple areas, both personal and professional. This programme is written specifically for you as a CBT therapist from a minoritised ethnicity, and as such our hope is that it will support you in your clinical role. We have created this programme so you can develop your skills in working with issues surrounding ethnic diversity within a CBT framework, but also to open up a reflective space to consider what emotions come up for you in this context and how to best work with those emotions. We are aware that CBT programmes and most other formal mental health trainings have not routinely included this within training and individuals are likely to have had varied experiences of supervision on this area. There is no assumption on our part that CBT therapists should feel competent in this area nor implied criticism if they do not, as this is likely to be a reflection of the wider system.

There may be many areas of your clinical role where your ethnic identity is relevant. In the below exercise we will ask you to consider your confidence in these various areas, as this will guide you to which area is most appropriate to work on in this programme. Working with issues surrounding ethnicity will probably bring up personal reactions and emotions on your part, so it is important that whatever you work on triggers sufficient emotion that the programme is meaningful, but not so much that the programme will feel overwhelming or unmanageable. We think that one key consideration here is how confident you feel in the various areas of your clinical role, as lower levels of confidence will lead to the work feeling more challenging and to higher levels of emotion. In order to trigger the right amount of emotion we would encourage you to think about working on an area where you have some level of confidence, but where you still feel unsure and where difficult emotions can arise as a result.

Another factor to consider is whether you pick an area where you have experienced racist abuse or microaggressions while carrying out your clinical role (see the box below for more information about what a microaggression is). These experiences will naturally trigger higher levels of emotion, so it is important to consider whether focussing on this will lead to this SP/SR programme feeling overwhelming. As you will see from the table below (on page 19) there are multiple areas you can focus on which should not be related to the experience of racism (e.g. raising ethnicity as an issue with clients from minoritised ethnicities), so do

consider carefully whether it would be safer and better for you to focus on one of these

WHAT IS A MICROAGGRESSION?

A microaggression is a 'relatively minor insulting event made disproportionately harmful by being part of an oppressive pattern of similar insults' (Rini, 2018, p. 332). One example could be a British person from a minoritised ethnicity being asked "Where are you from?", with the implication being that as they are not white they cannot really be from Britain. The use of the word 'micro' may unfortunately suggest that these are not of great importance, but of course they can be deeply hurtful. This [youtube video](#) gives an accessible description of what microaggressions are.

other areas.

As we stated in the guidance chapter being on the receiving end of racist abuse or microaggressions is unacceptable and it should not be up to you to resolve this situation. Do look at the guidance chapter again to see what support you should be entitled to from your organisation. However, the nature of racism is that it can be difficult to work out how to respond at a personal level, and you may also not have had much space in your clinical role to think about the impact of these experiences. If you did want to address the experience of racist abuse or microaggressions in this programme we would suggest that you use this space to think about your preferred way of responding to these experiences. It may also be helpful to share how this has affected you in the context of a supportive group. If you do choose to work on experiences of racism, our message will always be that it is not up to you to learn to live with these experiences. Our focus will rather be on supporting you to find your preferred way to deal with these experiences and their effects.

When completing this exercise we suggest the following:


1. Find a quiet space for yourself for this exercise.
2. Look through the below table (on page 13), which shows a range of areas in your clinical role where your ethnic identity may be a factor. It also shows the types of challenges therapists may face in these areas. When looking through this consider what area feels most salient to you in terms of your confidence levels. Remember that we are suggesting that you pick an area where you have some degree of confidence, but you do still feel unsure.

It may be that something comes up for you which is not in the table and it is not intended to give a complete list of examples. We are aware that many difficult areas might be either the result of the system/context or at least an interaction with the system or context. Ideally however, identifying a focus that is not purely due to the context would be most beneficial in terms of being able to make changes. So for example if you are experiencing regular racist incidents within a work setting, SP/SR is not going to be able to change the system (even if it can help you identify some ways you can challenge this rather than internalise this).

Table: Areas in your Clinical Role where your Ethnic Identity may be a Factor

Area	Examples of challenges therapists may face
Lack of confidence in raising ethnicity with clients from minoritised ethnicities	<ul style="list-style-type: none"> • When working with clients from minoritised ethnicities I do not consistently raise ethnicity as an issue • I only feel confident about raising ethnicity with clients from my own ethnic background
Able to raise ethnicity as an issue, but lack skills in assessment (including asking about experiences of racism), or formulation, or intervention	<ul style="list-style-type: none"> • I can raise ethnicity as an issue in assessment, but I am not sure how to bring this into CBT formulations or interventions • I shy away from asking about experiences of racism
Unsure how to respond when experiencing racist abuse and/or microaggressions from clients during therapeutic work	<ul style="list-style-type: none"> • I experience explicit racism and/or microaggressions from clients during therapeutic work and feel unsure how to respond
Difficulties in role as supervisor	<ul style="list-style-type: none"> • I do not feel confident about raising ethnicity as an issue in supervision, either when discussing work with clients or supervisees' own personal ethnic backgrounds • I experience explicit racism and/or microaggressions from my supervisees and feel unsure how to respond
Difficulties in role as supervisee	<ul style="list-style-type: none"> • I do not feel confident about raising clients' ethnicity or my own within my own clinical supervision. • I experience explicit racism and/or microaggressions from my supervisor and feel unsure how to respond
Difficulties in wider service discussions of ethnicity and culture	<ul style="list-style-type: none"> • I feel confident in working with issues of ethnicity in therapy with clients, but I feel anxious about raising ethnicity as an issue within the broader service • I experience explicit racism and/or microaggressions from my colleagues and feel unsure how to respond

Having identified the general area you would like to work on, think to a time in your clinical role when this situation arose and an emotional reaction was evoked. You might particularly want to think about what effect this had on how you carried out the relevant clinical tasks, and also the impact this had in terms of personal reactions and emotions. List any situations that come up for you in the box below.

CHALLENGING SITUATIONS 
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3. Looking at the situations identified in the above box, which one would you like to focus on in this SP/SR programme? Use levels of emotion as a guide: the situation should be associated with a reasonably strong emotional response, for example anxiety, anger, or general distress. However it is best to not pick a situation where the emotion is so strong that it is overwhelming. As a guide we suggest emotions in the range of 50-80%. Having decided this write down details of the challenging situation in the box below.

MY CHALLENGING SITUATION

Creating a Measure of Change: The Visual Analogue Scale

Now that you have identified a challenging situation, the next step is to create a visual analogue scale (VAS). You can think of this like a ruler which allows you to measure how much you experience the difficult emotion related to the challenging situation. Using the VAS on repeated occasions is a straightforward method to see how the emotion changes over time.

When you create the VAS it needs to go from 0-100%. For example, if the emotion you were rating was anxiety, 0% would equal no anxiety at all and 100% would equal the most anxiety you have ever experienced. In order to develop this it is helpful to give three ratings of the difficult emotion. Firstly, we will ask you to write down when the emotion was at its worst, and this will be the 100% rating. Secondly we will ask you to describe when the emotion was at 50%, and finally when the emotion was at 0%. Doing this creates 'anchor points' and can help with the process of rating as you continue to use the VAS over the course of this programme.

Exercise: Creating a Visual Analogue Scale

It is now time for you to develop your own VAS. Fill in the challenging situation at the top, then describe how the anxiety feels at 0%, 50% and 100%. Finally make a mark on the line to indicate how much you experience that emotion at present (or when the situation most recently happened).

My challenging situation:.....

0% ————— 50% ————— 100%

Absent

Medium

Worst ever

0% Description

50% Description

100% Description

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Self-reflection

You have now completed the self-practice part of Module 1, so this section is where you reflect on the experience of doing these exercises. We have some suggestions about how best to approach these reflections in the guidance chapter at the start of this programme which you may want to look at again before answering the questions below.

- What effect did doing the self-practice exercises have on you? Were they easy or hard to engage with, and did you notice any stronger emotions, thoughts, or physical sensations while you were doing them?
- How did you find thinking about your ethnic identity in relation to your clinical role? Did any particularly strong emotions come up, and if so do you think that these emotions will be manageable within this programme? If not, what would help to make the programme manageable and not overwhelming?
- Based on the self-practice exercises what are your thoughts about how a client might find the process of identifying a focus at the start of therapy? Would this change how you might approach this with clients, and if so how would you do things differently?

- Has anything else come up for you while completing this module, in particular in relation to your ethnic identity, that you would like to reflect more about over the next week?

Module 6: Developing Strengths

Introduction

In the last module we asked you start active work on the goals you had previously identified. In this and the following modules we will explore and address how working towards these goals has affected you, both in terms of drawing on strengths but also addressing any challenges that have come up.

The goals you developed are related to your ethnic identity, so we are assuming that as you work on these goals thoughts and emotions related to your ethnicity will arise. The interventions in this and the following modules are focussed around addressing those personally resonant thoughts and emotions. It may be that as you have found working towards your goals to be a positive experience. That is very good if so and we will use this module to build on this positive experience, as well as to see if we can make explicit links between progress and strengths you have identified in previous modules.

You may however have found that working towards goals has brought up more challenging thoughts and emotions and the idea of building on strengths feels some distance from your experience. The next module will focus on addressing challenges, but in this module we would encourage you to explore working with strengths. We have designed this so it should be possible for you to explore strengths related to your ethnic identity, even if it has been difficult to connect with these on a personal level so far.

In this module you will therefore explore how working towards your goals has affected you, looking specifically at whether this allows you to connect more fully with strengths associated with your ethnic identity.

Exercise 1: Identifying Experiences of Strengths While Working Towards Goals

In the last module we asked you to keep a record of what you experienced as you worked towards your goals. It would be helpful if you have this to hand as you go through this exercise.

Looking at this record, what do you notice about how working on these goals affected you?

Did it bring up any positive thoughts, feelings, and behaviours?

Working towards your goals may have been a positive experience where things went well (however this will not be everyone's experience, so do not feel like this should be the case for you). If this is where you are at, then we would like to build on this. We will do this by exploring whether progress you have made can be supported by drawing on strengths associated with your ethnic identity.

For the rest of the module, it would be helpful to have your longitudinal formulation to hand, as this will support you to make links between your current experience and strengths you have already identified. Also, as we have stated before it may be difficult to identify strengths. Do not worry if this is how it feels for you: finding it difficult to see strengths is probably related to systemic societal factors which emphasise deficits associated with coming from a minoritised ethnicity.

It may seem somewhat unfamiliar to draw on strengths in such an explicit way, as this is not a standard part of many CBT interventions. A first step therefore is to identify if any strengths related to your ethnic identity have come up while you have been working towards your goals. The table below includes some prompts, along with space for you to fill out your own experience:

Table for Exercise 1: Identifying my Strengths 

Potential areas of strength which may have come up while you were working towards your goals	Prompts	My experience of this as I worked towards my personal goals
Using perspectives, metaphors and images from your culture to guide yourself	As you have worked towards your goals, has anything you have had passed down to you from your culture become more salient? This might be particular ways of looking at the world, drawing on the specific perspective which will come from your ethnic background.	
Feeling an increased sense of belonging	As you work towards your goals and think more about your ethnic identity, this may contribute towards you having more of a sense of belonging. It may be that you find yourself having new conversations with family members about your family's ethnic identity(/ies) and that you experience a greater sense of connection to your ethnic identity. This may also come out in your interests outside of work, for instance the media and arts (e.g. books, music, film, TV etc) you consume. Did working towards your goals bring up any thoughts, feelings, or behaviours related to a sense of belonging?	
Demonstrating solidarity against racism	We would argue that doing any kind of active work around ethnicity shows an anti-racist stance. Clients or colleagues may value you taking an active role in this and this may support them to take action themselves. Did working towards your goals help you to connect with this anti-racist stance?	
Resilience developed as a result of ethnic identity	Working towards your goals may have brought you into contact with racism and prejudice. It is important to look after yourself when you are doing this work, so are there any aspects of your ethnic identity which encourage resilience and which can be drawn upon to help to manage experiences of	

Potential areas of strength which may have come up while you were working towards your goals	Prompts	My experience of this as I worked towards my personal goals
	racism and prejudice? You might think here about yourself but also what you have learnt from your family about how to cope with this very difficult issue.	
Seeing your ethnic identity as valuable	Given the existence of systemic racism all too often minoritised ethnicities can have their identity portrayed as simply associated with negatives. Did working towards your goals give you a sense of your ethnic identity as valuable and a source of strength?	
Seeing ethnicity as an important area for clinicians to address	This may seem obvious (and after all this idea is the basis of this entire SP/SR programme), but all too often ethnicity will not be addressed by clinicians. Did working towards your goals give you a greater appreciation of why matters related to ethnicity could be important to address in your clinical role?	

Exercise 2: Building on Strengths Associated with Your Ethnic Identity

Having completed the above table, we are now in a position to do active work to build on any strengths you identified.

You may however have found it difficult to complete the table and to identify strengths. Do not worry if that is the case. As we stated above our view is that systemic racism emphasises deficits associated with the identities of minoritised ethnicities, and that finding it difficult to identify strengths shows the power of systemic racism rather than any shortcoming on your part. It may also be that strengths relate to less visible aspects of culture such as attitudes to ageing, approaches to marriage, decision making, and problem solving. Looking again at the [culture iceberg model](#) we previously mentioned in module three may be helpful here.

We would encourage you to use this exercise to build on any strengths you have identified, no matter how tentatively. However, if this feels too challenging then there is also the option to use this exercise to explore strengths related to your ethnic identity in general. A significant body of research (for more information see Sue et al., 2019) shows that a positive sense of ethnic identity has many beneficial effects on the individual. Connecting with this positive sense of identity may support you in the rest of this programme even if it does not seem to immediately directly relate to your goals.

If you are using this exercise to explore strengths related to your ethnic identity in general (rather than building on a strength you identified in exercise one of this module), then the below bullet points give some suggestions for activities you could try out:

- **Connecting with positive representations of your ethnicity.** There are many more positive representations of the experience of coming from a minoritised ethnicity. One recent example is the Small Axe series by the Black British director Steve McQueen, and the recent [Being...](#) series from the BBC about diverse religious faiths also shows the positives that come with a variety of different ethnic identities. It may be helpful for you to explore this in print, on TV or film, or in music.
- **Finding out more about the history of your ethnicity.** Finding out more about the historical experiences of your ethnic community can lead to you becoming aware of strengths which had not previously been brought to your attention. An accessible example of this is: <https://www.theguardian.com/tv-and-radio/2020/sep/28/this-mornings-alison-hammond-i-had-to-educate-myself-on-black-history>. Given time constraints it would probably be easier for you to watch a film or TV programme about this, but there are many books available on the history of minoritised ethnicities.
- **Having a conversation with family members about your ethnicity.** Talking with family members about their experience may lead to new and helpful conversations about what it means to be from a minoritised ethnicity.
- **Engaging in a cultural practice associated with your ethnicity.** There are a huge range of practices associated with the cultures of minoritised ethnicities. These include

religious and spiritual practices, cooking, dance, physical disciplines such as Tai Chi, music, crafts and many other activities besides.

INTERSECTIONALITY AND STRENGTHS

In module four we encouraged you to think about how other aspects of your identity (e.g. gender, class, sexual orientation, etc) related to your ethnicity. These other parts of your identity will impact on the types of strengths you identify: for instance a working class Muslim woman or a gay black man might have quite specific strengths they could connect with. When exploring strengths related to intersectionality the above bullet points will still apply, but it might be helpful to focus down on to activities which more closely relate to your particular identity (e.g. finding out more about the history of people with a similar identity to you in the UK).

This exercise will follow the format of an exploratory behavioural experiment. We would ask you to take the following steps:

1. If you are building on a strength you identified in exercise one of this module, look at the first table in this module and identify either the clearest or most personally meaningful strength.
 - a. OR if you are using this exercise to explore strengths related to your ethnic identity in general look at the bullet points listed immediately above and choose which particular strength you would like to explore.
2. Write down the strength you have chosen into the first column of the behavioural experiments record below. Then fill out the next column ('Experiment to explore and develop strength further'). The above bullet points give some suggestions as to specific activities to engage in to connect with strengths.
3. Carry out the experiment and fill out the last two columns. In the final column ('What I learned') think specifically about how you could draw on this strength as you continue to work towards your goals over the remainder of this programme.

Table for Exercise 2: Building on Strengths Associated with Your Ethnic Identity 

Strength associated with my ethnic identity	Experiment to explore and develop strength further	Outcome	What I learned
<p>What strengths associated with your ethnic identity have you become more aware of, while you have been working towards your goals? Pick the clearest or more personally meaningful one for you.</p> <p>If this has been difficult pick a strength to explore from the above bullet points.</p>	<p>What could you do to build on this strength? Are there activities you could engage with, people you could talk to, or actions you could take to support you to do this? The bullet points above may provide some helpful ideas about specific activities to engage in.</p> <p>As you plan this what thoughts and feelings come up?</p>	<p>What happened when you carried out the experiment? What did you observe in terms of thoughts, feelings, behaviour, bodily sensations? Were there any difficulties? Does the outcome fit with your prediction?</p>	<p>What have you learnt about this strength? Could you draw on this in future in your clinical role? Does this affect how you will approach your goals over the remainder of this programme?</p>

Self-reflection

- What did you notice when you explored strengths associated with your ethnic identity?
- This is the first intervention module, so what do you think about focussing on strengths rather than challenges at the beginning of the intervention?
- Could you bring strengths into your work with service users from minoritised ethnicities? If so how could you do this?
- A strengths focus can be useful as well with clients whose ethnicity is white British. Would you like to bring strengths more into your general clinical work, and if so how could you do this?
- Has reflecting on your strengths changed how you see yourself personally or professionally?

- Is there anything you would like to do to develop the strengths you identified further?

B - Full Demographic and Weekly Outcome Questionnaire

Demographic/Contextual information questionnaire

Thank you so much for completing the following questions as a part of the evaluation of the SP/SR programme for therapists from minoritised ethnic backgrounds. This initial questionnaire is for us to get some helpful demographic and contextual information.

Please create a unique ID code using the first three letters of the city in which you were born and the last four digits of your phone number. For example, for someone born in London with a phone number of 123456789, their unique ID would be LON6789.

This code will be used to collect all subsequent data in this study and all questionnaire and interview data will also be stored pseudonymously against this code.

Some definitions...

Throughout this programme and its evaluation, we will be using the terms 'ethnicity' and 'minoritised ethnicity'.

Where we use the term ethnicity, we mean a group of people who share similar cultural experiences, religious practices, traditions, ancestry, language, dialect or national origins (for example, African-Caribbean, Indian, Irish). We use this term here instead of race, as this captures a broader range of shared identities as well as allows for greater nuance within this, however, we do understand that there will be multiples experiences within ethnic groups.

This programme and its evaluation are also particularly focussed on the experiences of individuals from minoritised ethnicities or people from minoritised ethnic backgrounds. By this, we mean people who are in an ethnic or racial minority within the UK, that is, people from ethnic groups other than White British. We are using the term "minoritised" as opposed to minority as we think that this acknowledges how people from backgrounds other than White British are made into a minority by social processes, such as racism. Other terms that are also used to refer to people of non-White British ethnicities are 'BAME' (Black, Asian and minority ethnic) and 'BME' (Black and minority ethnic).

Please answer the following demographic questions:

What age bracket are you in?

18-24

25-34

35-44

45-54

55-64

65 and over

What is your gender identity? (Free text box)

What is your ethnicity? (Free text box)

How many years have you been working as a CBT therapist for? (Free text box)

How would you rate the ethnic diversity within the staff team that you currently work in?
Please answer this question based on the team(s) you work with directly/most closely.

Not at all diverse

A little diverse

Moderately diverse

Very diverse

Extremely diverse

I do not work in a team

How would you rate the ethnic diversity of the client group you have worked with in your current clinical role?

Not at all diverse

A little diverse

Moderately diverse

Very diverse

Extremely diverse

Unfortunately, we find ourselves in a society where issues of systemic racism are pervasive and individuals from minoritised ethnicities are often faced with experiences of racism and microaggressions.

We would like to understand a little more about your individual experiences of this, if any, within your clinical work as one of the central hopes of this programme is to offer a supportive and reflective space for therapists from minoritised ethnicities to make sense of some of these experiences within a safe group environment.

We do understand that this may be difficult information to share, so you may choose not to answer the following questions if you would prefer not to.

Have you experienced racism or microaggressions in your current workplace? If yes, how frequent would you say these experiences have been?

Yes, very frequently

Yes, frequently

Yes, occasionally

Yes, however, rarely

No, never

Have you experienced racism or microaggressions in your therapeutic work with clients? If yes, how frequent would you say these experiences have been?

- Yes, very frequently*
- Yes, frequently*
- Yes, occasionally*
- Yes, however, rarely*
- No, never*

Weekly questionnaire

Please enter the unique ID code that you generated at the beginning of the programme. This code was created using the first three letters of the city in which you were born and the last four digits of your phone number. For example, for someone born in London with a phone number of 123456789, their unique ID would be LON6789.

How many clients, if any, have you worked with this week who are from a minoritised ethnic background? (Free text)

How much time have you spent on the SP/SR programme this week? Please give an estimate in minutes.

Therapist Skill

We would like to ask you some questions in relation to your clinical work over the last week, both as a therapist and as a supervisor and/or supervisee.

All the responses that you provide will be used solely for the evaluation of this SP/SR programme and will not be used for other purposes, for example, to rate your skills as a clinician.

Please rate the following statements from 0 to 100, in relation to your perceived level of skill in considering ethnicity within your clinical role. While the following anchor points are given, please do use the whole scale from 0 to 100 to provide your self-rating.

Note: If you have not worked in a supervisory capacity, please mark "Not Applicable" for Question 10.

0-----25-----50-----75-----100
No skills Novice Competent Proficient Highly Expert

1. I have the skills to talk about and explore my client's ethnic identity in sessions
2. I have the skills to incorporate my client's ethnic identity and cultural context into formulations

3. I have the skills to adapt CBT interventions in a culturally sensitive way (e.g. thought challenging, behavioural activation)
4. In sessions, I have the skills needed to explicitly address difficulties related to my client's minoritised ethnic identity (e.g., microaggressions, experiences of discrimination)
5. I have the skills to identify, sit with and manage personal resonances that conversations around my clients' ethnicity bring up for me.
6. I have the skills to elicit and integrate my client's strengths that are related to their ethnic identity.
7. I have the skills to identify and address my own ethnic differences and/or similarities with my client in sessions
8. I have been aware of/been able to identify my own biases about my client's ethnic identity
9. As a supervisee, I have the skills to bring discussions and issues related to my own or my clients' ethnicity to supervision.
10. As a supervisor, I have the skills to create a space where my supervisee can bring in discussions and issues around their own or their client's ethnicity (NA option included)

Ethnic Identity Development

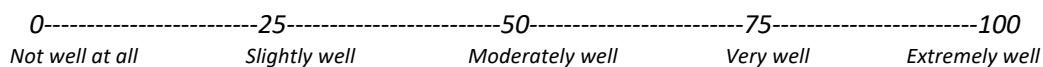
We would also like to ask you some questions in relation to your ethnic identity.

Please rate the following statements from 0 to 100, in relation to the following areas. While the following anchor points are given, please do use the whole scale from 0 to 100 to provide your self-rating.

In relation to the last week, how well do the following statements describe you:

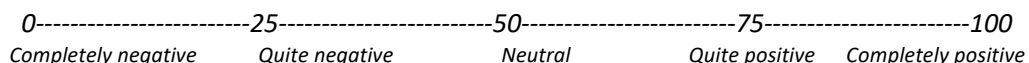
I have explored aspects of my ethnic identity

I have a clear sense of what my ethnicity means to me



Over the last week, how have you felt in relation to your ethnic identity:

In relation to my ethnic identity, I have felt



Wellbeing

Finally, we would like to ask you a few questions about your perceived wellbeing, both personally and as a therapist.

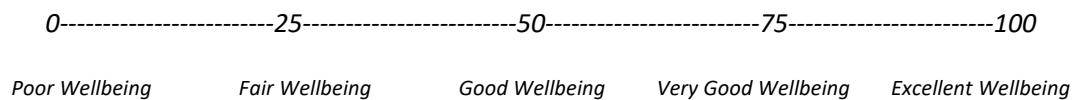
While there are a number of ways to understand and define wellbeing, we would consider wellbeing here to mean both how people feel (e.g. feeling happy and content) and how they function (e.g. having agency over their lives, having a sense of purpose and experiencing positive relationships).

Please rate the following statements from 0 to 100. While the following anchor points are given, please do use the whole scale from 0 to 100 to provide your self-rating.

Over the last week, how would you rate:

Your personal wellbeing

Your therapist wellbeing



Is there any other information that you would like to provide that would help us to contextualise the ratings you have provided for this week (e.g. illness)? (Free text box).

C – Visual plots for outcomes

Figure 1

Visual plots for technical skills outcomes.

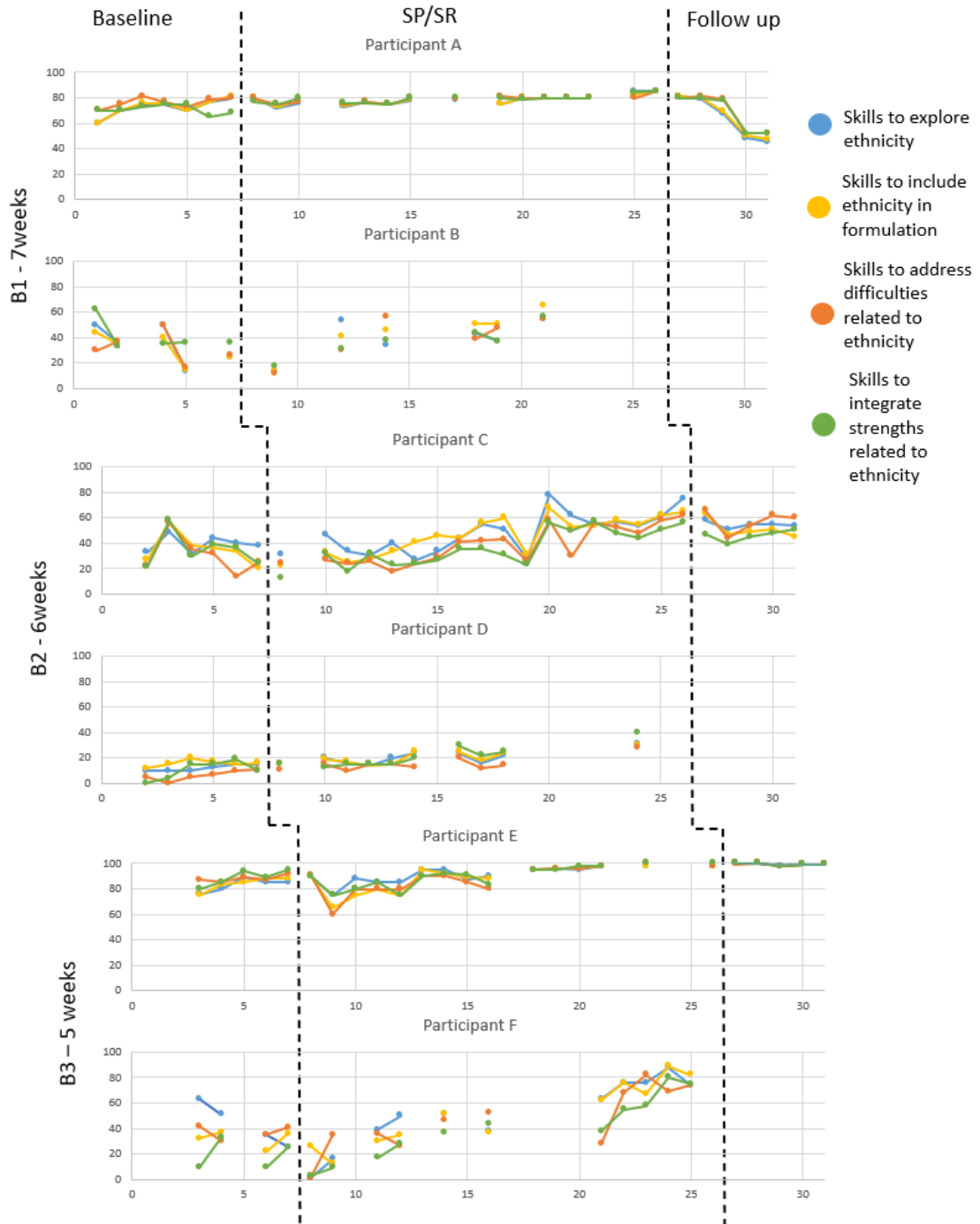


Figure 2
Visual plots for reflective skills outcomes.

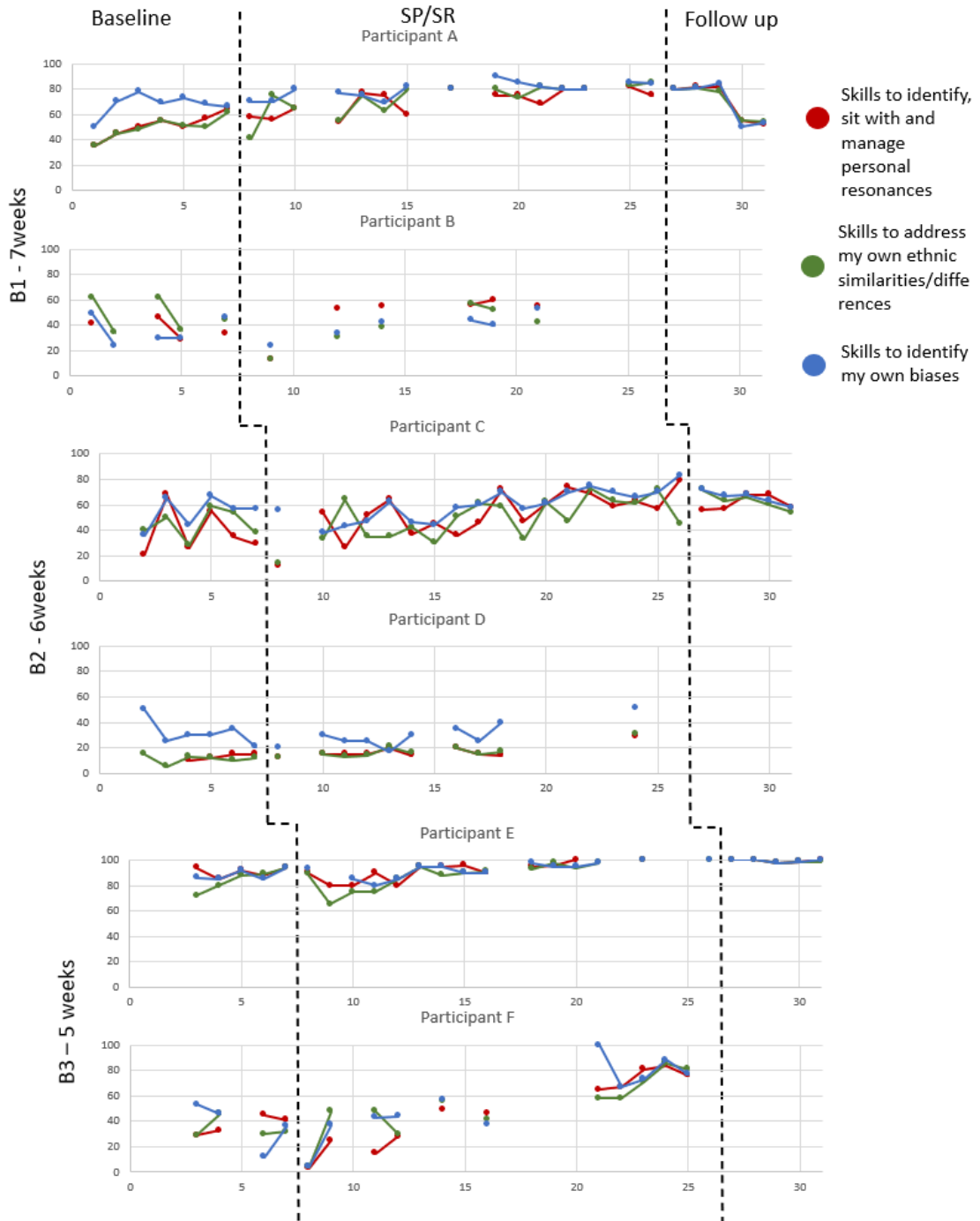


Figure 3
Visual plots for ethnic identity development outcomes.

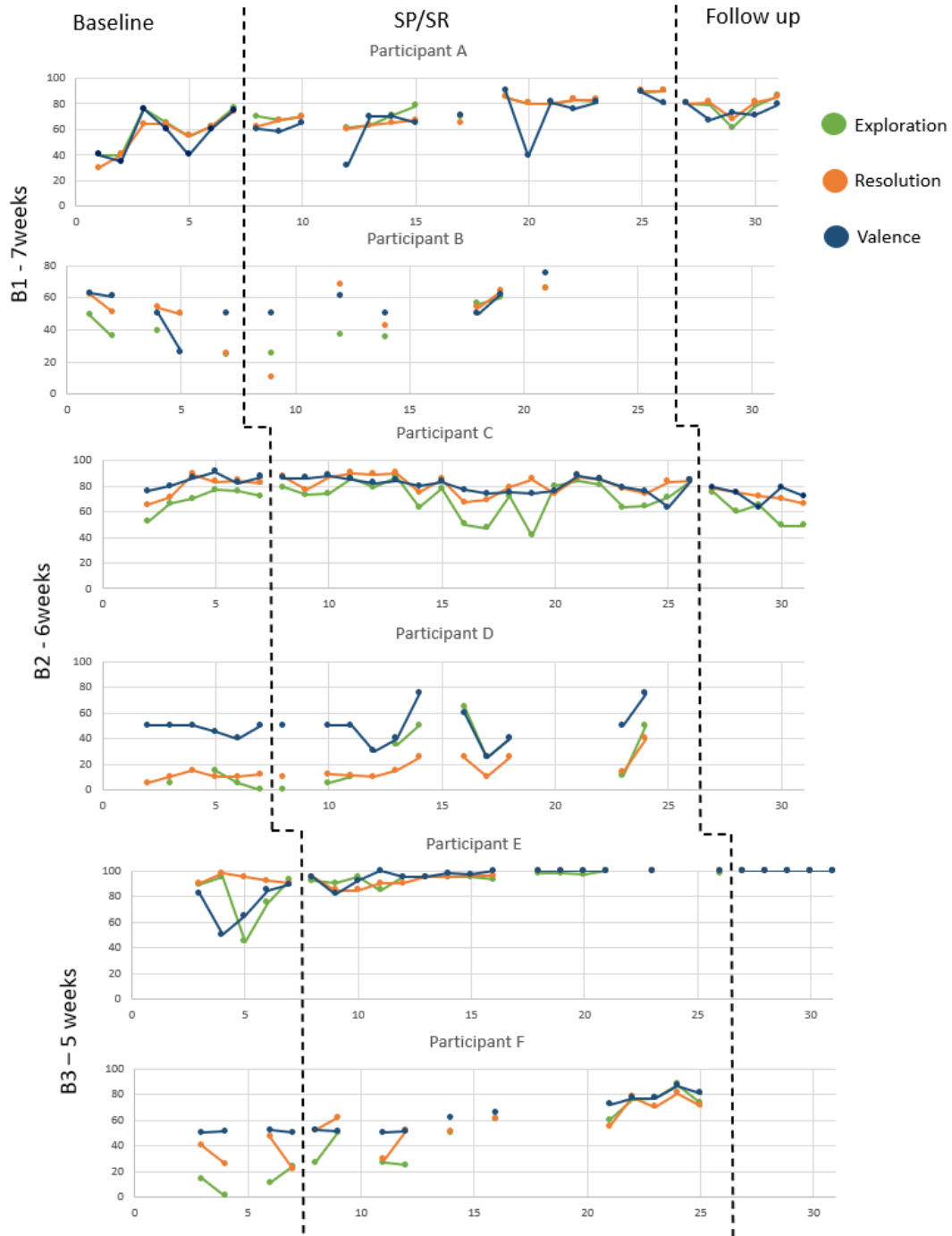
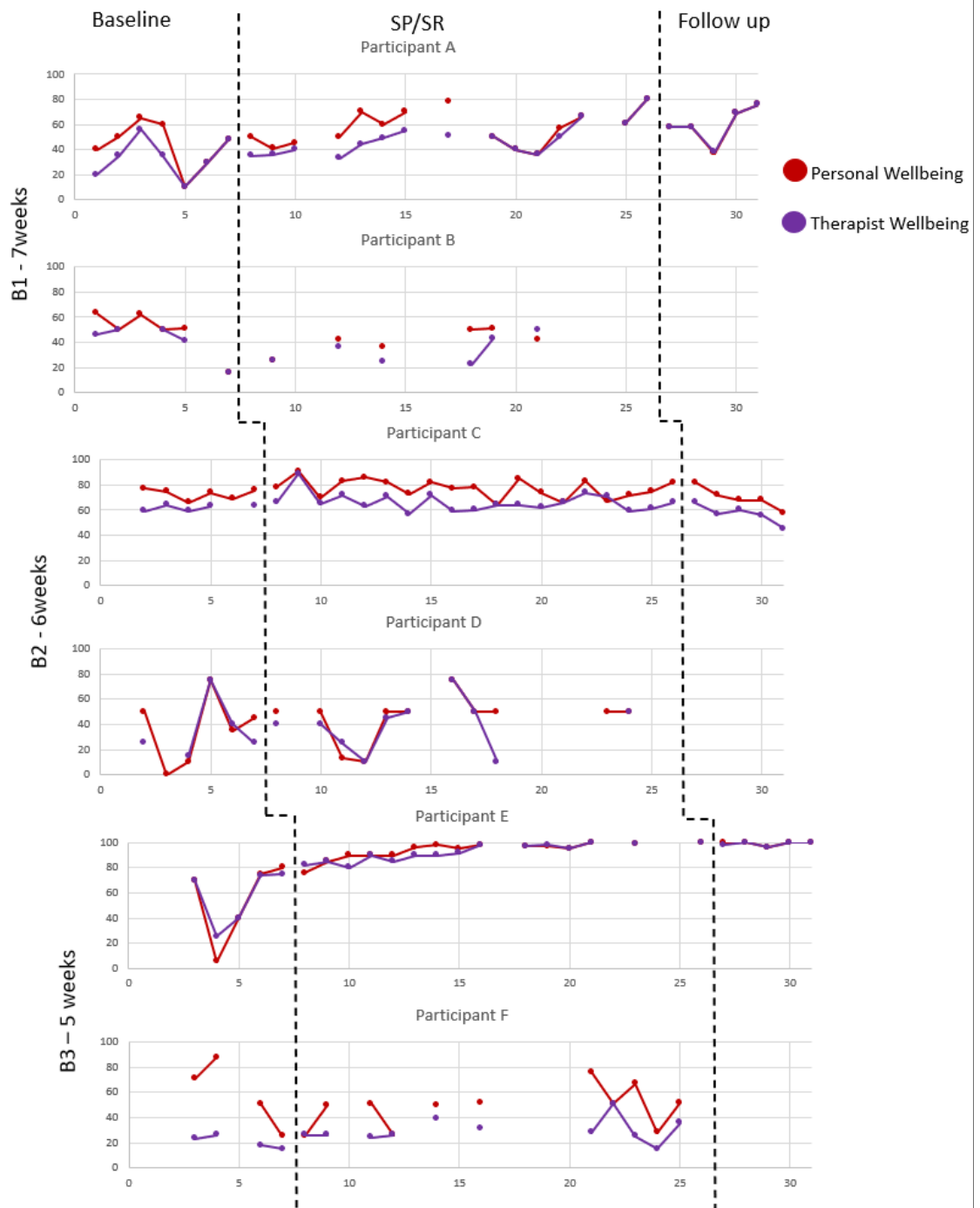


Figure 4
Visual plots for wellbeing outcomes.



D – Mean and standard deviations of each outcome

Table 1

Mean and standard deviation for baseline, intervention and follow-up phases for the technical skill outcomes.

Participant	Explore Ethnicity Mean (SD)			Formulation Mean (SD)			Address Difficulties Mean (SD)			Incorporate Strengths Mean (SD)		
	Baseline	Intervention	Follow-up	Baseline	Intervention	Follow-up	Baseline	Intervention	Follow-up	Baseline	Intervention	Follow-up
A (B1)	72.43 (6.55)	78.27 (3.79)	64.00 (16.88)	72.86 (6.89)	78.47 (3.20)	65.40 (16.16)	76.43 (3.99)	78.93 (2.71)	68.80 (15.35)	70.86 (3.72)	79.13 (2.95)	68.40 (14.99)
B (B1)	34.60 (15.90)	39.17 (14.77)	-	31.40 (11.87)	44.67 (17.03)	-	31.80 (12.70)	39.83 (16.74)	-	40.40 (12.14)	37.17 (13.01)	-
C (B2)	39.33 (6.50)	48.00 (15.55)	54.60 (2.51)	35.50 (12.53)	46.39 (14.63)	52.50 (7.07)	30.83 (14.54)	38.28 (14.58)	57.20 (8.56)	34.83 (13.35)	36.50 (14.01)	46.00 (4.47)
D (B2)	12.17 (2.48)	20.20 (5.27)	-	15.83 (2.64)	20.20 (5.43)	-	6.33 (3.98)	15.30 (5.25)	-	10.50 (7.29)	21.00 (8.62)	-
E (B3)	83.00 (5.05)	91.33 (6.49)	99.20 (0.84)	83.80 (5.63)	88.67 (10.25)	99.25 (0.84)	88.00 (2.65)	87.93 (10.65)	99.00 (0.71)	88.60 (6.27)	89.80 (8.48)	99.20 (0.84)
F (B3)	43.50 (16.84)	52.00 (27.06)	-	31.75 (6.85)	51.55 (25.38)	-	37.00 (5.60)	47.00 (24.67)	-	19.00 (12.00)	40.27 (25.29)	-

B1 – Baseline 1; B2 – Baseline 2; B3 – Baseline 3

Table 2

Mean and standard deviation for baseline, intervention and follow-up phases for the reflective skill outcomes.

Participant	Personal Resonances Mean (SD)			Address Similarities/Differences Mean (SD)			Identify Own Biases Mean (SD)		
	Baseline	Intervention	Follow-up	Baseline	Intervention	Follow-up	Baseline	Intervention	Follow-up
A (B1)	51.00 (9.50)	70.67 (9.68)	70.20 (15.30)	49.43 (8.38)	73.07 (12.18)	69.60 (13.83)	67.71 (8.73)	79.27 (6.10)	69.60 (16.62)
B (B1)	37.25 (7.68)	48.67 (17.63)	-	47.60 (13.67)	38.83 (15.77)	-	35.80 (11.01)	39.33 (9.91)	-
C (B2)	39.00 (18.47)	52.94 (17.45)	61.40 (6.07)	44.83 (11.53)	48.89 (16.53)	63.00 (6.71)	54.33 (12.09)	59.78 (12.41)	65.60 (5.32)

D (B2)	13.00 (2.45)	16.90 (4.95)	-	11.17 (3.43)	17.40 (5.56)	-	31.83 (10.11)	29.80 (10.05)	-
E (B3)	90.60 (3.97)	91.31 (7.22)	99.40 (0.89)	84.60 (8.65)	89.07 (10.25)	99.20 (0.84)	88.40 (4.28)	92.79 (6.07)	99.40 (0.89)
F (B3)	37.00 (7.30)	59.00 (28.03)	-	34.25 (7.93)	52.82 (23.19)	-	36.75 (17.91)	57.00 (27.46)	-

B1 – Baseline 1; B2 – Baseline 2; B3 – Baseline 3

Table 3

Mean and standard deviation for baseline, intervention and follow-up phases for the ethnic identity development outcomes.

Participant	Exploration Mean (SD)			Resolution Mean (SD)			Valence Mean (SD)		
	Baseline	Intervention	Follow-up	Baseline	Intervention	Follow-up	Baseline	Intervention	Follow-up
A (B1)	59.29 (15.25)	75.93 (9.16)	76.80 (9.36)	55.57 (15.38)	74.00 (10.70)	79.00 (6.44)	55.14 (17.03)	68.47 (16.48)	74.00 (5.48)
B (B1)	37.00 (10.30)	46.50 (16.36)	-	48.40 (13.90)	50.67 (22.15)	-	50 (14.71)	58.00 (10.06)	-
C (B2)	68.83 (9.17)	71.37 (13.50)	59.60 (11.08)	79.00 (9.06)	81.32 (7.06)	72.20 (4.60)	83.67 (5.39)	80.26 (6.33)	73.60 (6.62)
D (B2)	6.25 (6.29)	29.10 (22.24)	-	10.33 (3.27)	17.91 (9.66)	-	47.50 (4.18)	49.55 (16.04)	-
E (B3)	79.40 (20.76)	95.07 (3.95)	100.00 (0.00)	93.00 (3.46)	95.13 (5.36)	100.00 (0.00)	74.20 (16.33)	96.93 (4.89)	100.00 (0.00)
F (B3)	12.50 (9.47)	55.82 (22.16)	-	33.75 (11.73)	60.18 (14.78)	-	50.75 (0.96)	66.00 (13.65)	-

B1 – Baseline 1; B2 – Baseline 2; B3 – Baseline 3

Table 4

Mean and standard deviation for baseline, intervention and follow-up phases for the wellbeing outcomes.

Participant	Personal Wellbeing Mean (SD)			Therapist Wellbeing (SD)		
	Baseline	Intervention	Follow-up	Baseline	Intervention	Follow-up
A (B1)	43.14 (18.89)	56.93 (13.86)	59.60 (14.77)	33.29 (15.68)	48.40 (13.11)	59.80 (14.39)
B (B1)	48.67 (17.08)	41.00 (9.63)	-	40.60 (14.24)	33.33 (11.52)	-
C (B2)	72.83 (4.36)	77.26 (7.38)	69.60 (8.65)	61.60 (2.41)	66.37 (7.40)	56.80 (7.66)
D (B2)	35.83 (27.46)	45.27 (18.30)	-	36.00 (23.56)	39.50 (19.92)	-
E (B3)	54.00 (31.50)	93.73 (6.57)	99.20 (1.79)	56.80 (22.88)	92.07 (6.75)	98.80 (1.79)
F (B3)	58.75 (27.11)	48.00 (16.17)	-	20.50 (4.39)	29.73 (9.47)	-

B1 – Baseline 1; B2 – Baseline 2; B3 – Baseline 3

E - Visual and Statistical Analysis for Excluded Outcomes

Figure 1

Visual plots and linear trend lines for remaining skills outcomes.

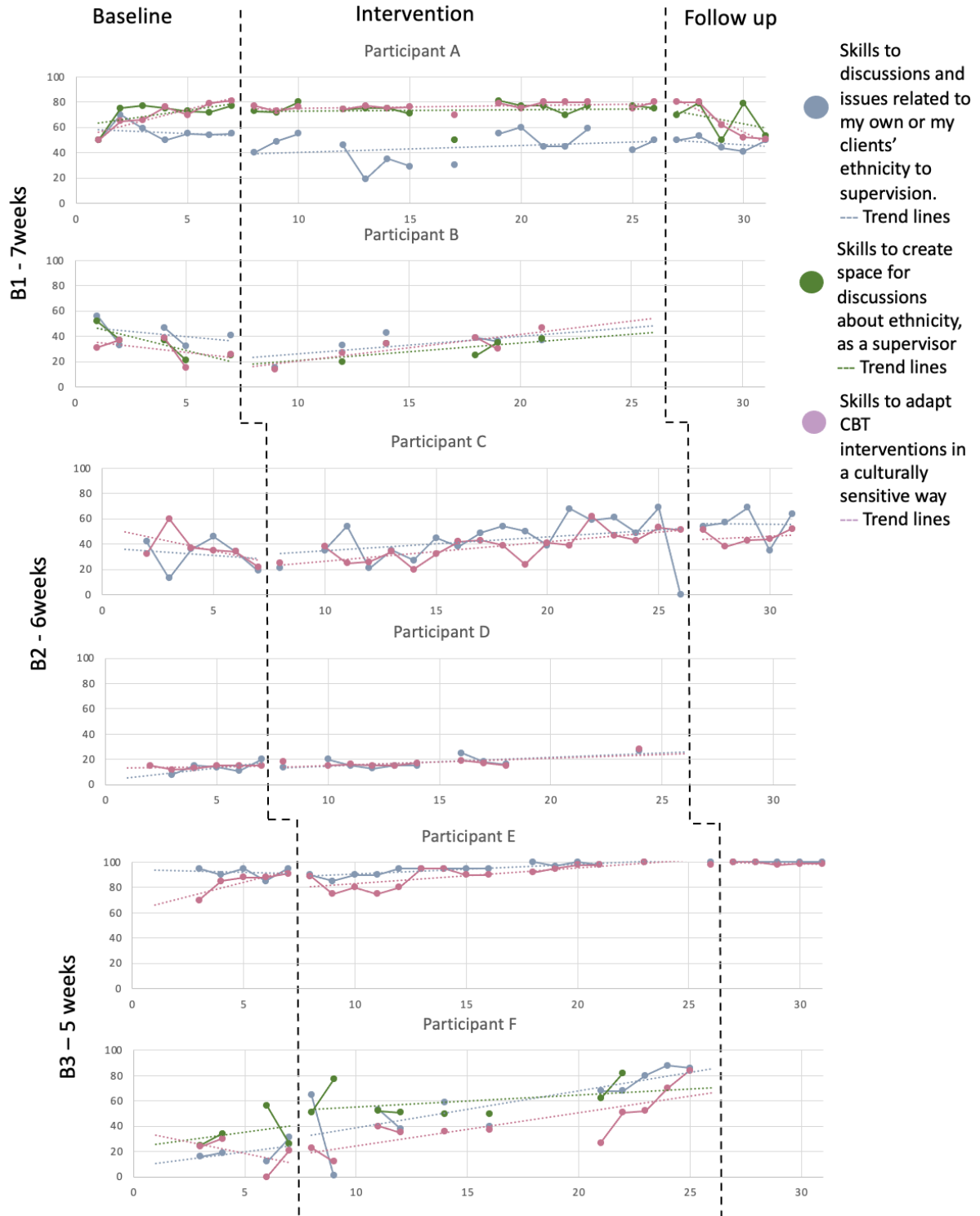


Table 1

Mean and standard deviation for baseline, intervention and follow-up phases for the remaining skills outcomes.

Participant	Adapt Interventions Mean (SD)			Own Supervision Mean (SD)			As Supervisor Mean (SD)		
	Baseline	Intervention	Follow up	Baseline	Intervention	Follow up	Baseline	Intervention	Follow up
A (B1)	69.57 (10.63)	76.47 (2.97)	65.00 (14.35)	56.14 (6.87)	43.93 (11.76)	47.60 (4.93)	71.29 (9.57)	73.60 (7.21)	66.20 (13.95)
B (B1)	29.60 (9.63)	31.83 (11.23)	-	41.80 (10.03)	33.83 (9.81)	-	34.40 (12.16)	30.40 (7.57)	-
C (B2)	36.67 (12.58)	38.00 (11.33)	45.60 (5.86)	31.67 (13.00)	43.00 (17.97)	55.80 (13.03)	-	-	-
D (B2)	14.17 (1.33)	17.50 (3.95)	-	13.60 (4.51)	17.80 (4.78)	-	-	-	-
E (B3)	84.40 (8.32)	90.00 (8.54)	99.20 (0.84)	92.00 (4.47)	95.00 (4.54)	100.00 (0.00)	-	-	-
F (B3)	18.75 (13.05)	42.45 (20.80)	-	19.50 (8.19)	58.73 (25.32)	-	35.25 (14.41)	59.38 (13.09)	-

B1 – Baseline 1; B2 – Baseline 2; B3 – Baseline 3

Table 2

Tau-U analysis of baseline trend, baseline SP/SR comparison and SP/SR follow-up comparison for the remaining skills outcomes.

Participant	Adapt Interventions			Own Supervision			As Supervisor		
	Baseline Trend (Tau-U)	Baseline vs SP/SR (Tau-U)	SP/SR vs Follow up (Tau-U)	Baseline Trend (Tau-U)	Baseline vs SP/SR (Tau-U)	SP/SR vs Follow up (Tau-U)	Baseline Trend (Tau-U)	Baseline vs SP/SR (Tau-U)	SP/SR vs Follow up (Tau-U)
A (B1)	0.905 ⁺	0.191	-0.307	-0.048	-0.610*	0.147	0.143	0.133	-0.227
B (B1)	-0.200	0.100	-	-0.400	-0.300	-	-0.700	-0.240	-
C (B2)	-0.467	0.185	0.467	-0.200	0.463	0.456	-	-	-
D (B2)	0.333	0.733*	-	0.400	0.500	-	-	-	-
E (B3)	0.900 ⁺	0.373	0.853*	-0.100	0.400	0.733*	-	-	-
F (B3)	-0.333	0.727*	-	0.333	0.818*	-	0.333	0.688*	-

B1 – Baseline 1; B2 – Baseline 2; B3 – Baseline 3

*Significant change (p≤0.05)

+ Baseline correction applied