Multicultural Issues in Psychology Training

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THE WESTIN RIVERWALK
SAN ANTONIO, TEXAS
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Objectives

- Explore strategies for increasing emphasis on Diversity training for both trainees and faculty within psychology training programs.
- Discuss approaches for recruiting and retaining diverse trainees and staff.
- Outline preferences and attitudes of trainees in the application process with a focus on highlighting diversity offerings within programs that appeal to trainees.
OVERVIEW

1. Recruitment Strategies
2. Diversity Training Methods
3. Trainees’ Perspectives
4. Challenges
1. Recruitment Strategies

- Training materials (e.g., brochure, handbook, APPIC listing, training website)
- Selection and interviews/application materials
- Emphasize diversity/multicultural training during Open House
- Listservs with an emphasis on diversity/multiculturalism (AVAPL POC & Allies, APA Divisions, ABPsi chapters, NLPA, etc.)
- Local psychology associations
2. Diversity Training Methods

- Diversity committee
- Educational workshops/ didactics (for staff & trainees)
- Diversity rotations/training activities
- Journal Clubs
- Experiential exercises
- Cultural immersion
- Role plays
- Using case scenarios
- Self-Reflections

Benuto, Casas & Donohue, 2018
Role of Diversity Committee(s)

- Membership (Staff vs Staff & Trainees)
- Determining the scope of the committee (Trainees vs Staff & Trainees)
- Involvement with Training Committee(s)
- Training Director Membership vs Maintaining separation
Evaluation

- Surveying interns at the beginning and end of the year
- Assessing supervisors on attention to diversity
- Evaluation of multicultural training program
  - Cultural knowledge
  - Awareness
  - Attitudes
  - Skills

Benuto, Casas & Donohue, 2018
To what extent did you feel the diversity coursework in your graduate program provided you with the skills necessary to provide psychological services to diverse clients? (0-100)

Mean - 39.0

Baseline, midyear, end of year

Cross-cultural Counseling Inventory- Revised (LaFromboise, Coleman & Hernandez, 1991)

- 20 items
- 6 point Likert scale (1- strongly disagree to 6- strongly agree)

Sanchez, Stinson, & Strom, 2018
### Self-rated Cross-cultural Clinical Skills

<table>
<thead>
<tr>
<th>Item</th>
<th>Baseline Mean</th>
<th>Midyear Mean</th>
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<tbody>
<tr>
<td>Ability to identify what cultural information is missing/needed.</td>
<td>3.92</td>
<td>5.00</td>
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<tr>
<td>Knowledge of where to find cultural reference information.</td>
<td>4.08</td>
<td>5.11</td>
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<tr>
<td>Ability to take a meaningful cultural history when interviewing a client</td>
<td>3.33</td>
<td>4.78</td>
</tr>
<tr>
<td>Ability to generate a cultural conceptualization/formulation</td>
<td>3.58</td>
<td>4.67</td>
</tr>
<tr>
<td>Ability to generate a culturally informed treatment plan.</td>
<td>3.25</td>
<td>4.56</td>
</tr>
<tr>
<td>CCI-R Total Score</td>
<td>90.17 (range 80-108)</td>
<td>98.22 (range 89-112)</td>
</tr>
</tbody>
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Sanchez, Stinson, & Strom, 2018
Other methods for training multicultural competence

- What are other programs doing?
- What’s seemed effective?
- How have you gauged outcomes?
3. What matters to trainees?
Trainee’s Perspective: Post Matching

- Supportive and knowledgeable supervisors
  - How to handle microaggressions, difficult interactions with clients, etc.

- Cultural awareness and support from peers
  - How they can be allies

- Multicultural mentorship/matching
  - Classic Mentorship vs. Sponsorship Model (Ibarra, Carter & Silva, 2010)
1. What factors are important in recruiting diverse trainees?

- Financial
- Future employment/position
- Geographical restriction/Proximity to family
- Location
- Quality of life
- Site related factors/Prestige
- Research opportunity

Diversity Related Factors

- Diversity of patient population
- Diversity of faculty and trainees
- Culture of inclusivity
- Opportunities to engage with issues of diversity in various areas (e.g., psychotherapy, assessment, etc.)
- Diversity of local culture
2. What are the best recruitment methods?

- Advertisements on message boards of minority focused organizations
- Receiving correspondence via APA Minority Fellowship program
- Being listed in APPIC/Universal Psychology Postdoctoral Directory (UPPD)
- Accreditation/listing by specific organizations (e.g., APCS)
- Word of mouth/personal connection- knowing previous trainees, etc.
- Signals that diversity is important
  - Diversity statement in the brochure
  - Presence of diversity committee, seminar, mentorship, training opportunity
  - Statistics of staff of diverse background
4. Challenges

- Training staff lack knowledge or do not see the relevance of incorporating diversity factors into supervision.

- Assessment – interns report less emphasis on diversity issues and factors in assessment supervision; want more training on multiculturally competent assessment methods.

- Re: advertisement, local psychology association has disallowed advertising open staff positions, which creates a barrier to recruiting diverse staff.
What challenges are you experiencing in your program(s)?


