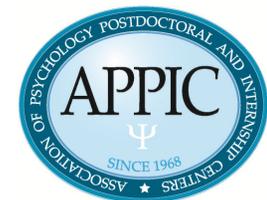


Individual and Cultural Diversity (Webinar 4)

Developed by Clover Educational Consulting Group

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Webinar Agenda

- Overview of diversity in the self-study
 - 4 broad guidelines:
 - Infuse diversity throughout training program and self-study
 - Increase recruitment and retention of diverse workforce
 - Avoid restricting access on grounds irrelevant to success
 - Train interns to effectively navigate diversity
- Discussion of specific self-study prompts
- Optional supporting materials
- Closing thoughts

Conceptual Overview: Diversity

- Infuse diversity throughout your training program and the self study
- Focus on cultural and individual differences and diversity
 - CoA is committed to a broad definition of cultural and individual differences and diversity that includes, but is not limited to, age disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.
- **Tip: Remember the broad definition!**

Conceptual Overview: Diversity

IR C-19 I Diversity Recruitment and Retention

- Programs are responsible for making systematic, coherent, and long-term efforts to attract and retain interns and faculty from differing backgrounds into the program.
 - Recruitment: systematic, multiple year plan, implemented and sustained over time
 - Retention: specific activities, approaches, and initiatives to retain diverse staff
- Identify areas where you excel and areas in which you are working to improve
- Examine effectiveness and document steps to revise/enhance strategies as needed

Conceptual Overview: Diversity

- Avoid restricting access on grounds irrelevant to success
 - Overt restrictions
 - Imposing significant and disproportionate burdens on the basis of personal and demographic characteristics
 - Exception - programs with a religious affiliation or purpose may provide a preference for persons adhering to the religious purpose or affiliation of the program
- **Tip: Think carefully about your stated application preferences**

Conceptual Overview: Diversity

- Navigation of cultural and individual differences
 - Stems from “Conscience Clause” lawsuits
 - <http://www.apa.org/ed/graduate/service-objections.aspx>
 - Programs must prepare interns to address diversity in research and practice
 - Includes differences that produce value conflicts or other tensions
- Helpful Links:
 - <http://www.apa.org/ed/graduate/diversity-preparation.aspx?tab=1>
 - <https://www.apa.org/pi/lgbt/resources/policy/diversity-preparation.pdf>
- **Tip: Infuse this guideline throughout the narrative of your self-study.**

Conceptual Overview: Diversity

IR C-20 I: Diversity Education and Training

- Thoughtful and coherent plan to provide interns with knowledge and experiences about the role of diversity
- Integrate diversity into didactic and experiential training
- Must train interns to respect diversity and be competent in addressing diversity in all professional activities
- Must examine effectiveness and take steps to revise and enhance as needed

Self-Study Completion

- Self-Study focused questions related to this topic are found in:
 - Standard I
 - I.B.3 Administrative Responsibilities Related to Diversity
 - I.D.1 Cultural and Individual Differences and Diversity
 - Standard III
 - III.A.2 Recruitment of Interns who are Diverse
 - Standard IV
 - IV.B. Faculty/Staff Diversity

Self-Study Prompt

I.B.3: Administrative Responsibilities Related to Diversity

- Provide a brief general orienting narrative statement regarding how the program engages in actions that indicate respect for and understanding of cultural and individual differences diversity. A more detailed, in depth response is asked for in Standards III and IV.

Self-Study Prompt

I.B.3

- Does this program adhere to a religious affiliation or purpose that impacts its admission and/or employment policies? If so, describe how these policies are made known to applicants, interns, supervisors, and staff before their application to or affiliation with the program.

Self-Study Prompt

I.B.3

- Demonstrate how the program ensures that it prepares interns to navigate cultural and individual differences in research and practice, including those that may produce value conflicts or other tensions arising from the intersection of different areas of diversity.

Self-Study Prompt

I.D.1

- Describe how the program shows respect for diversity in the way that it treats interns, and how it acts to ensure a supportive and encouraging learning environment appropriate for training diverse interns and providing training opportunities for diverse individuals (including consideration of the attitudes of interns toward diverse individuals). Describe how the program reviews its success in these areas and makes changes, as needed.
 - **TIP: Use concrete examples.**

Self-Study Prompt

I.D.1

- Explain how the program avoids any actions that would restrict program access on grounds that are irrelevant to success.

Self-Study Prompt

III.A.2: Recruitment of Interns who are Diverse

- Describe the systematic, multiple-year plan, implemented and sustained over time, designed to attract interns from a range of diverse backgrounds. Specifically, the program must describe how it meets the following criteria:
 - The program must implement specific activities, approaches, and initiatives designed to increase diversity among its interns. It may participate in institutional-level initiatives aimed toward achieving diversity, but these alone are not sufficient.
 - The program should document the concrete actions it is taking to enhance diversity, identifying the areas of diversity recruitment in which it excels as well as the areas in which it is working to improve. The program should demonstrate that it examines the effectiveness of its efforts to attract diverse interns and document any steps needed to review/enhance its strategies as needed.

Self-Study Prompt

IV.B Faculty/Staff Diversity

- Each accredited program is responsible for making systematic, coherent, and long-term efforts to attract (i.e., recruit) and retain faculty and staff from differing backgrounds. Describe how the program has met the following criteria:
 - The program has developed a systematic, multiple year plan to attract faculty and staff from a range of diverse backgrounds and implemented it when possible (i.e., when there have been faculty openings). The program may participate in institutional level initiatives aimed toward achieving diversity, but these alone are not sufficient.
 - The program has program-specific activities, approaches, and initiatives it implements to retain diversity among its faculty. A program may include institutional level initiatives aimed toward retaining faculty who are diverse, but these alone are not sufficient.
 - The program demonstrates that it examines the effectiveness of its efforts to recruit and retain faculty who are diverse and documents any steps needed to revise/enhance its strategies. The program should document concrete actions it has taken to achieve diversity, addressing the areas of diversity recruitment in which it excels as well as the areas in which it is working to improve.

Recruitment & Retention Ideas

- Use of diversity focused list-servs
- Outreach to specific doctoral programs or APA/APAGS groups
- Internal and external pipeline building (e.g., career development fairs with diverse populations)
- Diversity-focused brown bag lunches, meetings, or journal clubs
- Didactics inclusive of diverse staff
- Diversity-focused didactics
- Diversity Advisory Committee or Diversity Consultant
- Mentorships for diverse interns/faculty members
- Advertisements on radio stations that reach diverse populations (e.g., Spanish-language stations)

Slide 16

td35

I think this slide would make more sense to fall immediately after the slides about recruitment.

tamaradehay, 4/27/2017

Supporting Materials

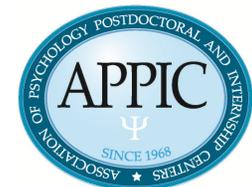
- Supporting Materials
 - Institutional, agency, and program policies and procedures on nondiscriminatory recruitment and personnel practices
 - Samples of staff and intern recruitment announcements or advertisements to document the program's efforts in recruiting diverse individuals (*OPTIONAL*)

Closing Thoughts

- Infuse diversity throughout your program and self-study materials
- Active thinking, implementation, and review of processes should be ongoing and prioritized
- Focus on efforts, not outcomes

Thank You!

For questions about the content of this presentation, please contact
Clover Educational Consulting Group
Email: accreditation.support@clovered.org



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