

**Diversity Highlights
Issue 2
April 2020**

We are pleased to present the second issue of the CCPPP’s Diversity Highlights!

Background:

Many programs are engaged in efforts to respond to the Calls for Action from the Truth and Reconciliation Commission of Canada. CPA’s Task Force on Responding to the Truth and Reconciliation Commission of Canada’s Report articulated well the tremendous challenge facing psychology to learn new, more culturally affirming ways of working in collaboration with Indigenous communities.

In addition to the essential work of reconciliation, there is a need to also enhance psychology’s ability to work with many other diverse communities such as people of color, individuals with diverse sexual orientations, trans, gender diverse, and two-spirit individuals, persons with disabilities, individuals with immigrant and refugee backgrounds, and the intersection of these and other identities.

In this issue, we provide four more examples of the innovative ways in which programs are approaching training in diversity and inclusivity. We commonly hear humility from people doing this work, recognizing that it is “just a first step.” The spirit of these Diversity Highlights is the share ideas large and small in the hope of inspiring each other. We hope that you will feel assured that there are a number of ways to delve into this area.

If you have not shared your work with us, please do. You can send information about your program initiatives to Kerri Ritchie (Kritchie@toh.on.ca) or Cathy Costigan (costigan@uvic.ca). As our new website takes shape, we will create a space to store ideas and resources so that our community can continue to develop and grow.

Contents of Issue 2

In this issue, we provide two examples from internship/residency programs, and two examples of innovative developments from doctoral programs. We sincerely appreciate the willingness of these programs to share their current efforts within our training community.

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Clinical Health Psychology Residency, University of Manitoba

Submitted by Drs. Trish Furer and Mike Teschuk

The residency, **celebrating its 50th year**, provides residents with a full day workshop provided by the Winnipeg Regional Health Authority Indigenous Health – Cultural Initiatives. The morning is comprised of a teaching sessions titled, “Traditional Aboriginal Teachings” (an introduction to the history and cultural issues facing indigenous peoples, and some traditional healing principles). It is typically run by an elder. The afternoon then involves a teaching sweat lodge for participants to experience and learn more about the sweat lodge in traditional healing practices. Residents are also encouraged to participate in the numerous other academic teaching sessions that are offered within our Faculty of Health Sciences and College of Medicine (there are all variety of topics covered in seminars, public presentations, and workshops over the course of the year—open to the entire university community). This year the psychology residents had the opportunity to attend our Clinical Health Psychology Grand Rounds presentation by Dr. Chris Mushquash (Canada Research Chair of Indigenous Health & a former resident in our program), “*Perspectives on Indigenous Mental Health: Cultural Teachings and Implications for Care*”, and to participate in a conversation session with him. The program also is hosting another Clinical Health Psychology Grand Rounds presentation later this month entitled “*Towards Inclusivity: Pathways for Indigenous students into the health professions- focus on Clinical Psychology*” presented by Drs. McDonald, Danto, and Tait (Dr. Karla Tait is former resident of our program).

The Ottawa Hospital

Submitted by Dr. Kerri Ritchie

Within the context of a large hospital who services a bilingual population, The Ottawa Hospital partners with other Ottawa sites in a seminar series. With the Royal Ottawa, CHEO, CPSR - University of Ottawa, the school board, and some local private practices we offer seminars on working within a diverse and inclusive framework. We begin the year with a seminar on Indigenous ethics, diversity, and general sticky issues. We also have an additional seminar on working with indigenous children and adolescents, working with individuals with disabilities, why housing and food insecurity matters to psychologists, and mental health in the LGBTIQ+ community. Within our faculty at The Ottawa Hospital, we held a workshop for our supervisors on supervising for diversity, inclusivity and culturally safe practices. The workshop included reflective activities as well as didactic training. We are now holding several lunch time discussion groups through the year for our faculty to attend facilitated discussions on diversity and culturally safe practices. Faculty and residents are able to discuss their practice, and share their knowledge, questions, and experiences with one another. Despite our multi-campus setup and the general business of a hospital, these lunches are highlight valued and extremely well attended.

Readings and resources we have found helpful

The implicit association test website for those wishing to probe for blindspots: <https://implicit.harvard.edu/implicit/>

Psychology's Response to the Truth and Reconciliation Commission of Canada's Report https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf

Hardy, K.V & Bobes, Toby (2016). Culturally sensitive supervision and training: *Diverse perspectives and practical applications*. Routledge

Owen, J., Tao, K. W., Imel, Z. E., Wampold, B. E., & Rodolfa, E. (2014). Addressing racial and ethnic microaggressions in therapy. *Professional Psychology: Research and Practice*, 45(4), 283–290.

Kassan, A., & A. R. (2019). Prioritizing experiential learning and self-reflection in the development of multicultural responsiveness. *Journal of Educational Thought*, 51(3), 385-406.

University of Windsor

Submitted by Drs. Cheryl Thomas and Ben Kuo

The emphasis on multicultural training at the University of Windsor is occurring at multiple levels from recruitment for faculty, through didactic, and experiential training, and is actively evaluated as a component of the clinical competencies, ensuring that students have been prepared to work in a diversity and inclusivity model.

At Windsor, clinical students across the adult, child, and neuropsych tracks take a course, usually in Year 3 of the program (PhD1) called "Multicultural Issues in Clinical Practice" (PSYC 8588). It is a popular and high impact course. An additional course (PSYC 8715) is also required for students who complete the advanced psychotherapy practicum at our in-house clinic. This involves work with international students on campus, immigrants and refugees referred from community agencies, and in some cases victims of human trafficking. Quite often, work with immigrants/refugees must be done with the assistance of interpreters. The advanced practicum is required for students in the adult clinical track but it is open to students in the other two tracks if there is sufficient space.

Dr. Ben Kuo has several recent publications that provide additional information about this didactic-experiential practicum sequential model of multicultural training in which he has been involved at Windsor. These articles offer more in-depth descriptions and discussions about the philosophy, content, and structure of this training approach/model. An evaluation study of trainees' development of multicultural competence and self-efficacy through the multicultural therapy practicum working with community-based refugees is included.

Readings and resources

Kuo, Ben. C. H. & Boucher, Chantal, M. (2020). Training and preparing therapist trainees to work with refugee clients through a multicultural psychotherapy practicum: The training model and its learning impacts. In Kottler, J., Banu, S., and Jani, S. (Eds.) *Handbook of refugee experience: Trauma, resilience, and recovery* (p. 330-342). San Diego, CA: Cognella Academic Publishing.

Kuo, Ben. C. H., Soucie, Kendall., & Huang, Siqui. (2019). Developing clinical trainees' multicultural counseling competencies through working with refugees in a multicultural psychotherapy practicum: A mixed-methods investigation. *International Journal for the Advancement of Counselling*, 1-20. (Online First). DOI: 10.1007/s10447-019-09392-8

https://www.researchgate.net/publication/334195527_Developing_Clinical_Trainees'_Multicultural_Counseling_Competencies_Through_Working_with_Refugees_in_a_Multicultural_Psychotherapy_Practicum_a_Mixed-Methods_Investigation

Kuo, Ben C. H. & Arcuri, Anna. (2013). Multicultural Therapy Practicum Involving Refugees. *The Counseling Psychologist*. 42. 1021-1052. 10.1177/0011000013491610.

https://www.researchgate.net/publication/273585617_Multicultural_Therapy_Practicum_Involving_Refugees

CPA Psynopsis Special Issue on Refugee Mental Health

<https://cpa.ca/docs/File/Psynopsis/2019-Vol40-4/index.html>

Dr. Cheryl Thomas, DCT at Windsor also highlighted an Ontario resource. On February 28, at the initiative of the Graduate Student Council, the UWindsor psychology department hosted a presentation titled "Foundations for Transpositive Counselling", delivered by Silvana Hernando from Rainbow Health Ontario (www.rainbowhealthontario.ca). It was a very informative and engaging presentation and was well attended by faculty and graduate students across the department, not just the clinical program. She highly recommends this resource.

UBC School and Applied Child Psychology

Submitted by Drs. Laurie Ford & Anusha Kassan

We have been engaging in reflection over the past few years on ways that we can enhance the diversity footprint of our program through carefully looking at the ways we address Equity, Diversity, and Inclusivity as well as Truth and Reconciliation broadly throughout the curriculum. As a program, a focus of recent and planned hires is that the individuals themselves add diversity to our group, but also that the new individuals joining us demonstrate a strong commitment to equity, diversity, and inclusion as well as Indigeneity in their research, teaching, and service. In our student recruitment, we continue our work to better reach out to persons not typically represented in our applicant pool and consider individual diversity in cultural background, language, and life experiences in selecting our cohorts. Once on campus, all students (like our core faculty members) complete an online course on Indigenous education in their first year of the program. Every student must complete at least one course with a diversity focus in their doctoral program and many students elect to take additional courses in this area on topics such as Indigenous Research Methods, Cross Cultural Counselling, etc.

We are also looking to expand our special topic course offerings with a greater focus on diversity. All of our core courses must have at least one objective addressing equity, diversity, and inclusion as well as one centering on Truth and Reconciliation, and most contain several objectives in these areas. Our students have been working with the Truth and Reconciliation documents in a number of our courses and seminars. For example, in our cognitive assessment course we recently spent time exploring the implications of our assessment practices in light of the CPA/PFC Psychology Response to Truth and Reconciliation report. Further, we are moving to a common format for our course syllabi that include land acknowledgement in the documents. A land acknowledgement is now our common practice at area meetings, student gatherings, social events, in courses, and at thesis/dissertation defenses.

Prior to the COVID-19 crisis, we were holding some doctoral pro-seminar sessions in the community and places to learn more about diversity, including at the Reconciliation Totem on campus, the Musqueam reserve for Aboriginal Peoples Day, and a planned trip (now on hold) to the Residential School History and Dialogue Centre at UBC. We have been fortunate to have sessions for our students with Indigenous elders visiting on campus, and one of our PhD students has received supervision and support from an elder in Indigenous healing. While we have always had a strong commitment of service to diverse and under presented groups in our practicum placements, we are continuing to provide our students with a strong foundation in culturally responsive psycho-social approaches, including skill-specific training.

We hope that this intentionality allows them to move into their internship/residency with better preparedness to work with a range of clients and presenting challenges, inclusion those stemming from socio-cultural oppression. Furthermore, consistent with our training model, it is our goal to foster reflexivity in our students throughout all stages of their training, in order to for them to

grow as emerging psychologists, but also influence those around them to become more culturally responsive and socially just. Similarly, skills in advocacy, prevention, and consultation are paramount, particularly in the context of working in educational settings with children, youth, their families, and communities.