

# **Marin HHS Psychology Internship Diversity Plan**

## **Principles and Practices**

Fundamental to the internship's bio-psycho-social, strengths-based clinical training model is the recognition that every developmental trajectory and context is unique. Cultural and individual differences matter and need to be honored and understood in the context of all professional work in our community. Every personal and professional encounter will be, in some sense, a cross-cultural experience.

The program strives to realize Marin HHS organizational principles of inclusion and respect for diversity—both in training and in the clinical services provided. Training seminars, case conferences, consultation groups, and supervision emphasize the importance of recognizing and attending to individual and cultural differences (visible and invisible) and to steadily improving cultural competence in professional practice. Training and supervision invite the ongoing exploration of the “blind spots and dumb spots” that are discovered when engaged in a diverse community. Cultural competence is an ethical obligation in professional practice.

Within the caseload each intern is assigned, there is a balance and diversity of cases so that each intern's limit of experience will be stretched. Caseloads are built so that interns with specific language/cultural diversity skills are not limited by a focus of only working with clients that need these competencies. All interns will work with clients that vary in age, diagnostic presentation, SES, and ethnic/cultural identity from each other and from themselves.

While the program's experiential learning model emphasizes learning through doing, it also relies on advancing skills and competencies through regular reflection on action that is deepened through study and discussion. Clinical fieldwork is balanced with opportunities, in supervision and formal training events, to read and review theory and research, to consult with colleagues and mentors, and to simply observe one's own reactions. We can often only notice the edges of our competency (and incompetency) after the fact or when we bump into something that requires attention, including personal experiences with pain, shame, oppression and discrimination. As a community, we strive to mindfully model observing, reflecting, and giving each other feedback as we learn together how we are different and alike.

The Allied Clinical Services Seminar and case conference curricula always include specific sessions focused on cultural competency and diversity issues, such as “Culturally Informed Diagnosis”, “Culturally Informed Treatment Planning” and “Working with Gay, Lesbian and Transgender Youth”. However, since competency cannot be “covered” in a time-limited session or two, the lead presenters ensure that attunement to individual and cultural diversity is woven routinely into seminars and group learning contexts. For example, in the EBP Consultation Group, an observing tool is used, adapted from Marsha Linehan's model for consultation, to draw attention to

speech and thought when it becomes judgmental or categorical. This regular strategy requires reflection on “what is being left out” in any given perspective as the group tries to get an inclusive and differentiated view and to both respect and stretch limits. Additionally, the standard seminar evaluation form rates each presentation on whether the topic of culture and diversity was addressed in the context of the training. Feedback on effectiveness in teaching and learning about diversity issues is also included as part of the mid- and end-year evaluations done by the Training Director.

The orientation process and work with interdisciplinary clinical teams also immerses interns in learning how dominant cultural standards or models of clinical services are adapted for effective work within differing demographic groups (e.g. elders, SMI, African-American, Latino, Vietnamese, jail and court culture). In addition to both specific sessions in the Allied Clinical Services Seminar and general attention to diversity issues across seminars and case conferences, interns regularly have access to a range of experiential learning and training opportunities that expand and diversify their clinical skills. A partial list of activities from recent years is included at the end of this document.

## **Diversity Plan**

The purpose of the diversity plan is to insure that the internship program continues to:

- Promote diversity in the selection of interns
- Provide diversity within the supervisory, teaching, and consulting staff at MHSUS
- Develop instruction and practice opportunities that increase cultural competence and extend interns’ experience in working with diverse clients.

The diversity plan is implemented across each of the following areas of operation:

### **Advertising/Publicity/Marketing**

This Diversity Plan is posted on the Psychology Internship section of the Marin County website. A website link is also posted on the APPIC Directory. All publically available materials produced by the internship have clear statements of the internship’s commitment to diversity.

Program staff and interns participate in local, regional, and national events where there are opportunities to describe or discuss training opportunities that include work with diverse identity groups (e.g. local practicum and internship fairs, site visits with regional graduate programs, regional conferences for parents of special needs children, Nuestrs Niños and other radio programs for Latino communities, Marin Asian Advocacy program, ISOJI/MDT Team, Bay Area Workforce Education and Training meeting, and APPIC/APA convention).

## **Recruitment/Selection**

**Of diverse staff:** The County retains a diverse staff of psychologists with a range of clinical expertise and will actively recruit, as new positions become available, for clinical supervisors that represent diverse identities and under-represented groups. In addition to standard postings by Human Resources for open positions, recruitment materials are distributed through national, state, and regional psychological associations as well as newsletters and email listings recommended by APA Divisions 44 and 45 and other advocacy groups. A contact list is provided at the end of this document.

Recruitment and hiring procedures comply with all regulations of the Marin County Human Resources policies on affirmative action and equal opportunity as outlined in pp. 45-46 and 199-205 of the self-study and are developed and regularly revised to comply with the the Marin County Equal Employment Opportunity Plan 2010-2015 and the Workforce Strategic Plan:

<http://www.co.marin.ca.us/depts/HR/Main/docs/StrategicWorkforcePlan.pdf>

<http://www.co.marin.ca.us/depts/HR/Main/docs/FiveYearEEOPlan.pdf>

Internship program staff participate in hiring interviews whenever possible and provide interview questions that specifically address experience and interest in supervising and mentoring interns with diverse identities. Salary differentials are available for bilingual/bicultural clinical positions.

**Of diverse interns:** The internship program strives to have diversity in each intern cohort and this is incorporated in selection criteria, stated in public materials, and reflected in the composition of prior cohorts.

Training staff participate in local, regional, and national meetings and media networks where information about training opportunities with diverse populations is made available to graduate students (e.g. MHSA Workforce Education and Training Meetings, APPIC Meetings, APPIC members network, etc.). Internship interview panels include diverse staff and interns.

Match candidates are provided direct contact (in person or by email/phone) with current or recent graduates so that they can confirm validity of statements about diversity and welcome. There is a bilingual stipend differential to recognize fluency in threshold languages (Spanish and Vietnamese).

Placement in the internship also allows California students to apply for Mental Health Service Act grants that make annual awards to students that represent underserved communities. <http://www.capic.net/stipend.html>

## **Retention and Mentorship/Sustaining a Diversity-Friendly Workplace**

Internship staff are provided release time for continuing education, with funding when available, for participation in conferences or training related to diversity and cultural competency and for mentorship activities related to the development of interns' cultural identity. For example, one of the Associate Clinical Directors, one of the intern supervisors, and an intern attended and presented papers at the Congreso Internacional de Psicología Comunitaria (International Congress of Community Psychology) in Puerto Rico 2006.

Internship staff are encouraged to develop and supervise new clinical training and community engagement opportunities that extend interns' experience and knowledge of diverse identity, cultural, and demographic groups.

Demonstrated excellence in supervision and cultural competency is a criterion for promotion within County civil service. Diverse staff are encouraged to participate in the County-sponsored Dominican University Leadership Development Academy.

Former interns return each year to talk with current interns about their career path and employment opportunities in diverse communities. They also make themselves available as network resources for interns seeking post-doctoral employment.

Employee and intern orientation includes review of equal opportunity, anti-harassment policies. Interns review the Disability Etiquette Handbook and principles of effective interaction with staff, interns, and clients who may have a range of visible or invisible disabling conditions (<http://www.apa.org/pi/disability/resources/interacting-disabilities.aspx#>).

Clinical site signage is trilingual and translation and TDY services are available at reception points. Physical access meets ADA standards but is sub-optimal in some locations and is being improved with planned retrofits in the next 5 years in older buildings. Safe Space emblems and other signage in public areas acknowledge diversity and inclusivity.

## **Quality Assurance**

Local stakeholders in the community service system receive regular updates through the Quality Improvement Committee and the Mental Health Service Act reporting procedures about the composition of the intern training cohort and curriculum. Feedback is provided on the fit with the needs of the diverse groups the stakeholder committee represents (e.g. Chief Psychologist meets annually with the Quality Improvement Committee and biannually to report to MHSA Implementation committee. These committees include representation from the African-American, Latino and Asian communities, Spectrum LGBTQ and other community-based service providers, the Mental Health Board, NAMI, and representatives of peer providers, clients, and family members.

The State of California also requires that each County have a designated Cultural Competency/Ethnic Services Manager (CC/ESM) who is responsible for cultural competence and who promotes the development of appropriate mental health services that will meet the diverse needs of the county's racial, ethnic, cultural, and linguistic populations. The Ethnic Services Manager also serves as a member of the Mental Health Services Act Implementation Committee and ensures that underrepresented populations have a voice in all program planning activities.

Within the internship program, interns provide feedback on weekly didactics and this includes an evaluation of whether issues of individual and cultural diversity were integrated into the presentation and discussion. Interns complete anonymous evaluations of supervisors and the overall program twice a year and provide feedback specifically on cultural competence in supervision and program management.

Tri-annual post-graduate survey collects data on interns' retrospective evaluation of the internship's training and value for individual and cultural diversity.

### **Future Plans**

Review, update, and refine this plan annually.

Investigate development of an APA Minority Fellowship Post-Doctoral Position.

Continue research and resource development for additional training tracks specific to local identity groups with specific service needs (e.g. West Marin Rural Psychology Immigrant Health Track, African-American Family Track, Older Adult LGBT track).

Continue to reinforce throughout the community the view that cultural competency is an attitude, skill set, and knowledge base that must be perpetually renewed and developed through study, research, reflection and consultation.

Partial list of regular and recent internship activities that support diversity education and cultural competence:

- Weekly case conference with gero-psychiatrist and MSW on work with older adults
- Weekly case conference on work with Latino individuals and families
- Participation in Prevention/Early Intervention Planning for new project in outreach to Vietnamese community
- Participation in implementation of community health worker program to extend outreach to Latino, Vietnamese and African-American community
- Opportunity to co-facilitate in-custody groups at the jail
- Youth and family work with diverse staff at County Community School or Probation Department
- Participation in development/presentation of media content for Latino parent education (radio, TV, and print)
- Co-supervision of senior peer counselors group (English and Spanish groups)
- Opportunity to observe or co-facilitate groups at law enforcement/first-responder trauma recovery event.
- NAMI training by clinical psychologist on working with SMI clients with anosognosia
- Regional training day on work with TBI and older adult clients. This included material on working with impairments in mobility, hearing and vision.
- Staff in-service trainings on culturally competent services for Latinos
- Trauma-informed care conference with break-out groups addressing needs of LGBTQ youth, African-American and Latino-American communities, adults with special needs.

## **Reference List for Recruitment Contacts:**

AbilityJobs

<http://www.jobaccess.org/employers.htm>

African American Therapists

[www.africanamericantherapists.com/](http://www.africanamericantherapists.com/)

The Association of Black Psychologists (ABPsi)

[www.abpsi.org/](http://www.abpsi.org/)

Bay Area Association of *Black Psychologists*

[bayareaabpsi.org/](http://bayareaabpsi.org/)

California Latino Psychological Association

[www.latinopsych.org/](http://www.latinopsych.org/)

Iranian Psychological Association of America

<http://www.myipaa.org/>

LAGPA - Lesbian and Gay Psychotherapy Association of Southern California

[www.lagpa.org/](http://www.lagpa.org/)

National Latino Behavioral Health Association (NLBHA)

[www.nlbha.org/](http://www.nlbha.org/)

National Latina/o Psychological Association (NLPA)

[www.nlpa.ws/](http://www.nlpa.ws/)

Psychologists for Social Responsibility

<http://www.psyr.org/>

South Asian Psychological Networking Association (SAPNA)\_

<http://www.oursapna.org/>

Spectrum LGBT Center

[www.spectrumlgbtcenter.org/](http://www.spectrumlgbtcenter.org/)