

Tips for Integrating Diversity into Seminar Topics

The following tips are intended to help presenters integrate diversity issues into internship and postdoctoral fellowship seminars. Diversity within the Clinical Psychology Training Programs at Brown is defined broadly to include age, gender, race/ethnicity, sexual orientation, disabilities, and socio-economic background.

- Identify prevalence of problem/issue. Are there differential impacts across subgroups?
- Identify research that has been conducted with diverse groups, as well as limitations from existing research related to diversity.
- Are there differences in response to treatments by diverse subgroups?
- Consider how our cultural biases may influence the treatment and evaluation process for this problem or approach.
- How do you recruit people for research or treatment on this problem to include people across diverse backgrounds? What accommodations may be needed to recruit, consent, or treat?
- Are there other methodological issues/barriers that limit research with diverse groups?
- Recognize that cultural groups are themselves very diverse; be aware of stereotyping any one group. Consider confounding factors when comparing data across subgroups.
- Cultures change over time, influenced by acculturation, modernization, policies, media, and historical events.
- Key readings ahead may stimulate discussion on these topics. Consider also whether seminar handouts include information and resources related to diversity for learners' use after the presentation, e.g. in PowerPoint slides, references.
- Career path topics can offer suggestions for people of diverse backgrounds and/or those interested in working with diverse communities, e.g. how to get appropriate mentoring, grant/funding options, access to key communities, dealing with discrimination in the workplace.
- Consider cultural competency as a life-long process and not a destination. We are always learning about our own and other cultures and how we interact across cultures.
- Consider cultural-related processes related to research or clinical topic (e.g., rather than focus on ethnic/racial differences in disease course and outcomes, explore potential cultural-related processes that may be more salient to specific group, such as specific cultural beliefs, values, strengths, risks, and behaviors).
- Foster equitable and inclusive classroom participation: Set expectation for participation, allow processing time before inviting verbal participation (e.g., a few minutes to write down a question/comment or to discuss with a classmate), define key terms with words and images to support multilingual trainees, invite self-assessment of participation.
- Facilitate conversations about hot topics on diversity in which trainees are likely to have strong personal feelings and opinions. Make space for other perspectives to be heard (e.g., describe the evolution of your thinking, acknowledge your conflicted feelings, encourage active listening and paraphrasing, disallow personal attacks). The goal is to reach an understanding of multiple perspectives, not to agree on a correct answer or debate the pros and cons of a position.

Further Reading and Resources

Cathey, C., & Ross, A. S. (2011). Teaching about diversity: Activities that promote student engagement (PDF, 213KB). In R. L. Miller, E. Baketis, S. R. Burns, D. B. Daniel, B. K. Saville, & W. D. Woody (Eds.), *Promoting Student Engagement: Vol. 2. Activities, exercises and demonstrations for psychology courses*. Society for the Teaching of Psychology Division 2, American Psychological Association.

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Green, A. R., Betancourt, J. R., & Carrillo, J. E. (2002). Integrating Social Factors into Cross-cultural Medical Education. *Academic Medicine*, 77(3), 193-197.

Jeffreys, M. R. (2015). Teaching cultural competence in nursing and health care: Inquiry, action, and innovation. Springer Publishing Company.

Mertens, D. M. (2014). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage publications.

Pérez, M. A., & Luquis, R. R. (2013). *Cultural competence in health education and health promotion*. John Wiley & Sons.

Sue, D. W., Rivera, D. P., Watkins, N. L., Kim, R. H., Kim, S., & Williams, C. D. (2011). Racial dialogues: Challenges faculty of color face in the classroom. *Cultural Diversity and Ethnic Minority Psychology*, 17, 331-340.

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<https://www.brown.edu/about/administration/sheridan-center/inclusive-teaching>