



# The Virginia Consortium Program in Clinical Psychology



## ■ IDEA MISSION AND STEPS FOR IMPLEMENTATION

We are cognizant that acknowledging the need for representation, inclusion, and equity does not necessarily signify active engagement or alliance with diverse groups. Therefore, we are dedicated to actualizing the following goals:

### GOAL #1:

We aim to increase knowledge program-wide of how intersecting identities can impact mental health on individual and systemic levels.

- 1 ▶ increase the community's exposure to positive examples of diverse cultures to offset negative stereotypes and biases
- 2 ▶ provide opportunities and collaborative spaces (e.g., didactic seminars, discussion groups, clinical workshops, guest lectures) to discuss topics related to justice, diversity, equity, and inclusion, and
- 3 ▶ develop practical skills for students, faculty, and staff to engage with these topics in clinical, research, and teaching contexts.



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### GOAL #2:

We aim to facilitate reflection on our own cultural identities and areas of privilege and marginalization, how our identities shape our interactions across our professional contexts, and broaden our awareness of how others' identities shape their experiences across their unique contexts. We will:

- 1 ► encourage reflection of ourselves and each other, both within the committee and program-wide, to understand and address inequities we may discover and gain a better understanding of ourselves during this purposeful process,
- 2 ► actively engage in constructive, difficult dialogues to promote understanding and deepen perspectives, and
- 3 ► advocate in the face of oppression (recognizing that advocacy comes in many forms) as we understand that neutrality and a lack of advocacy in the face of oppression indicates complicity and perpetuates systemic oppression.



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### GOAL #3:

We aim to identify ways in which the clinical psychology program can best serve diversity, equity, and inclusion-related training goals, and create partnerships between students and faculty to work toward reaching these goals. To do so, we will:

- 1 ▶ solicit anonymous feedback from students and faculty regarding program culture and climate, and
- 2 ▶ identify and offer training on cultural sensitivity and humility to members of our program community (students and mentoring faculty) in an accessible way that encourages engagement and professional growth.



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### GOAL #4:

We strive to increase representation of historically excluded identities in clinical psychology doctoral programs and close accessibility gaps in information about the application processes. Specifically, we will:

- 1 ▶ expand the reach of our recruitment process by creating safe and inclusive spaces to provide information to and answer questions from prospective students from under- represented identities and backgrounds, both prior to the application deadline and throughout the recruitment and interview process
- 2 ▶ continue to use a holistic review of applications to the program, incorporate standardized methods of assessment during the interview process that help to reduce bias, and increase transparency about the application evaluation process;
- 3 ▶ encourage trainings for recruiting mentors to raise awareness of potential biases that may arise during the application review and interview process; and
- 4 ▶ examine trends in graduate applications, interviews, and admissions of graduate students over time to enhance the representation of diverse identities among students trained in our program to more accurately reflect the growing diverse population including the communities that they aim to serve (in both research and clinical work).





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### GOAL #5:

We will continue to enhance our contributions to diversity, equity, inclusion, and social justice within our curriculum. We encourage core program faculty to:

- 1 ▶ solicit feedback from students on course evaluation forms rating the degree their courses foster an inclusive environment
- 2 ▶ encourage updates to course materials and content over time based on reflection and integration of student feedback, as well as inclusion of the most updated research and best practices into teaching the course content and
- 3 ▶ assess the coverage of diversity, equity, and inclusion across core courses.

Taken together, we, as a community of students and faculty, aim to communicate an expectation that all members of our community collectively contribute to cultivating an equitable, anti-racist, and inclusive environment.