



insights **EMERGE**

with the exchange of

**NEW IDEAS.**

**2016 APA Annual Convention**

Denver, CO | August 4–7, 2016



AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION

**2016 APA Annual Convention**

Denver, CO | August 4–7, 2016



**From College to Community:  
Best Methods for Teaching  
Diversity to Students and  
Lifelong Learners**



AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION





# From College to Community: Best Methods for Teaching Diversity to Students and Lifelong Learners

Jessye Cohen-Filipic and Jennifer M. Taylor  
Ithaca College and the University of Utah

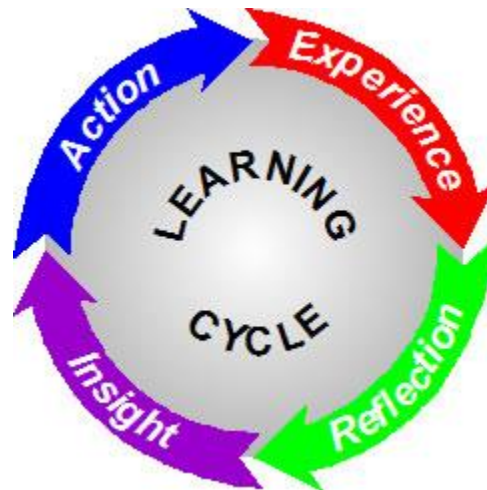
## Presentation Notes

- Infusing and Expanding: Best Practices in Undergraduate and Graduate Teaching about Diversity
- Best Practices in Diversity-Infused Lifelong Learning



# Objectives

- Describe **three evidence-based practices** to teaching sociocultural diversity
- Demonstrate use of **at least one experiential technique** when teaching content about diversity



# Self-Disclosure

- Jessye
- Jennifer



# Let's Self-Reflect...

- Think about a **training or educational experience** you have had related to **sociocultural diversity**
  - What **sticks out**?
  - Were there any dimensions of the training experience that **enhanced** your multicultural competence?
  - Any experiences that **detracted** from it?



# Why Now

- In contemporary psychology education, practice, and research, the emphasis on **sociocultural diversity** is necessary.
- However, the **implementation** of teaching about diversity **varies widely** based on setting and training.
- This moment in time:
  - Black Lives Matter
  - Many recent events



# Our focus

- **Evidence** base and **strategies** to use from college classrooms through professional continuing education
- Ways to **incorporate and acknowledge current events** in context of our educational offerings





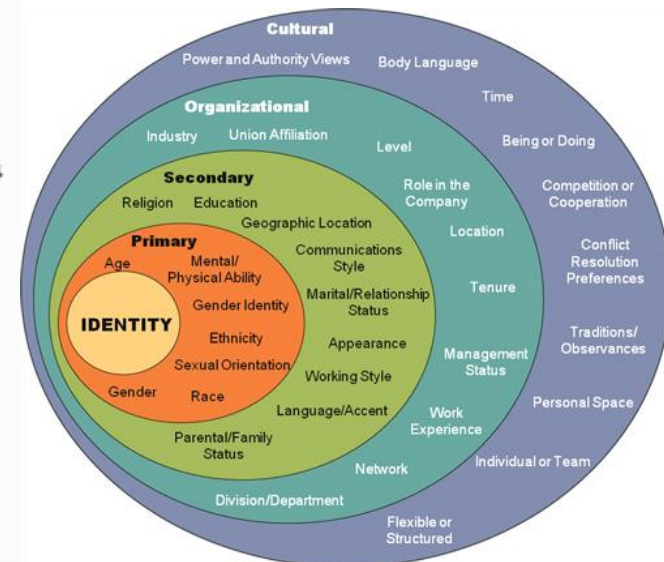
# Infusing and Expanding: Best Practices in Undergraduate and Graduate Teaching about Diversity

- APA Guidelines for Undergraduate Major (2013)
- The recommendation to infuse diversity throughout educational programming **carries forward** to graduate, postgraduate, and lifelong learning



# Infusing and Expanding: Best Practices in Undergraduate and Graduate Teaching about Diversity

- Fuentes and Shannon (2016): Most undergrad programs **offered** diversity courses but **did not require** them.
- Multidimensional Model of Cultural Competence (Sue, 2001)



# Infusing and Expanding: Best Practices in Undergraduate and Graduate Teaching about Diversity

- Multicultural education interventions that were explicitly based on **theory and research** yielded better results (Smith, Constantine, Dunn, Dinehart, & Montoya, 2006)

# **Infusing and Expanding: Best Practices in Undergraduate and Graduate Teaching about Diversity**

- Increase student/trainee **awareness of their own worldview**
- Increase **knowledge about other cultural perspectives**
- Encourage students/trainees to **intentionally select and develop culturally appropriate interventions.**

# Infusing and Expanding: Best Practices in Undergraduate and Graduate Teaching about Diversity

Sue and colleagues (2009) offer recommendations for educators:

- Educators at all levels would benefit from experience and training in **facilitating difficult dialogues**.
- Educators should **acknowledge** that they are just as likely to **inherit biases and assumptions** about race as other persons.



# Best Practices in Diversity-Infused Lifelong Learning

- **44 states** have *CE* mandates
- But **only 3 states** have mandates for specific coursework in cultural **diversity** (Taylor & Neimeyer, 2015)
- Research suggests a need for more coursework on cultural competence (see Pope-Davis, Reynolds, Dings, & Nielson, 1995)
- While **~75%** of CE workshops **attend to diversity**, according to their participants (APA CEC, 2016), how can **attention to diversity be improved** in CE workshops and in the classroom?



# What Can You Do?



- **Explore multicultural competence** with your attendees (see next slide) - K, S, A
- Use **models, theories, and frameworks** (e.g., privilege, collectivism vs. individualism)
- Consider **special populations** (e.g., sexual orientation, disability status, ethnicity, gender)
- Utilize **diverse teaching methods** and strategies (e.g., exposure, in-workshop exercises - we will do this in a moment!, attend to the classroom climate, foster introspection (see Reynolds, 2011))

# Supporting Multicultural Competence for Psychologists

- Utilize Multicultural Competence Framework (see Arredondo et al., 1996)
  - **Awareness**: Engage in a **self-reflection** experience
    - Explore points of privilege (Power Flower, Self-Reflection Activities)
    - See handout with examples
    - Self-disclosure and consider your own cultural identity and how that might affect your presentation (see Reynolds, 2011)



# Supporting Multicultural Competence for Psychologists

- Utilize Multicultural Competence Framework (see Arredondo et al., 1996)
  - **Knowledge**: In CE in ethics workshops: could offer **multicultural and social policy articles** and facilitate a discussion on advocacy among mental health professionals (Reynolds, 2012)
  - Infuse **multicultural theories** in theoretical frameworks,
  - Include **research relevant** for minority groups



# Supporting Multicultural Competence for Psychologists



- Utilize Multicultural Competence Framework (see Arredondo et al., 1996)
  - Skills:
    - Provide specific **culturally appropriate interventions**
    - Infuse **multicultural theories** in theoretical frameworks,
    - Include **research relevant** for minority groups
    - When possible, utilize **case studies, demonstrations, mock sessions** that involve multicultural issues related to the topic at hand
    - Experiential course components have been shown to increase multicultural competence (Sammons & Speight, 2008)



# 2 is better than 1...and all 3 is best!

- **3 types of learning:**

- **Cognitive** (intellectual/knowledge)
- **Affective** (social-emotional/awareness)
- **Kinesthetic** (skills and behaviors)



- A long standing field of research suggests that learning occurs **systematically** and retention of learning occurs **best when all 3 types** of learning are included (Anderson & Krathwohl, 2000; Bloom & Krathwohl, 1956)



Affective Domain

Values  
Motivation  
Attitudes  
Stereotypes  
Feelings



Cognitive Domain

Synthesis  
Recollection  
Comprehension  
Evaluation  
Analysis



# Limitations/Directions

- Need much **more empirical research** on teaching diversity-related content in different educational settings
- Need to **test theories and concepts** proposed in literature



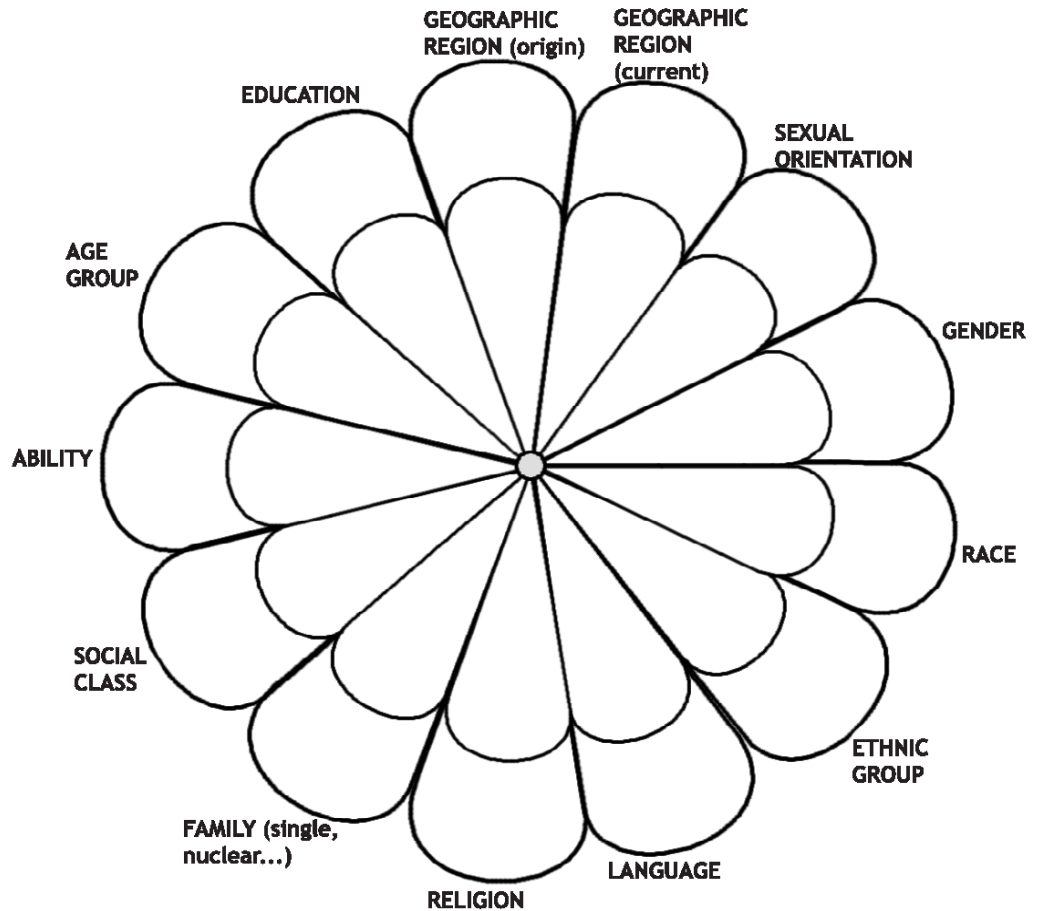
# Practical Suggestions



- Infuse **self-reflection** opportunities in the curriculum
  - See Fouad et al., 2008; Ward & Bingham, 1993
- Provide opportunities for students to **explore biases and privilege**
  - See Helms, 1990; McIntosh, 1988
- **Vary learning** methods (e.g., case studies, stories, demonstrations)
  - See Pope, 1999

# Let's Try it Out!

- Power Flower Exercise



# Teaching Resources for Recent Events

- Teaching for Change Teaching Black Lives Matters: <http://www.teachingforchange.org/teaching-blacklivesmatter>
- Wellesley College Library Guide to Black Lives Matters: <http://libguides.wellesley.edu/blacklivesmatter/instructor>
- A Ferguson Syllabus—Reading a Movement: <https://mic.com/articles/123509/best-articles-on-ferguson-unrest-and-michael-brown-shooting#.IUmNsVbHo>
- #PulseOrlandoSyllabus and #CharlestonSyllabus: <https://www.diglib.org/archives/12064/>
- Toolkit for Beyond the Knapsack: <http://www.tolerance.org/meaningful-discussions>
- APA Division 17 Ferguson resources: <http://www.div17.org/resources/ferguson-mo-michael-brown-decision-resources/>
- APA Division 44 100+ resources for coping after Orlando massacre: <http://www.apadivisions.org/division-44/resources/orlando-massacre.pdf>
- APAGS Multicultural Training Database: <http://www.apa.org/apags/governance/subcommittees/cultural-competency.aspx>





Thank you!

Contact information:

- Jessye Cohen-Filipic, Chair, CEC
- Jennifer Taylor, Vice-Chair, CEC

**2016 APA Annual Convention**  
Denver, CO | August 4–7, 2016

