

# Successful Models of Diversity Education

UC Davis Counseling & Psychological  
Services  
Predoctoral Internship

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## OUTLINE FOR TODAY

- Thoughtful, coherent plan for diversity education and training broadly defined
- How we incorporate issues of diversity in education and training (with examples of training, challenges & suggestions provided)
- How we assess methods of education and training in achieving desired outcomes
- Specific Challenges & Hopes for the Future

## THOUGHTFUL, COHERENT PLAN DIVERSITY BROADLY DEFINED

1988 APA Accreditation of UC Davis Predoctoral  
Internship Program – Emil Rodolfa, Ph.D.

*“Since 1988, our site has consistently focused on multicultural issues and we have continued our commitment to enhancing interns' skills and understanding of the effects of diversity on their professional interactions. “ (APA Self Study, 2002)*

Vision of commitment to broad based diversity issues  
from the start...

## WHERE WE STAND

- Define diversity broadly. Pay attention to intersecting multiple identities.
- Understand complexity of addressing diversity issues in a training environment (issues of power/privilege)
- Believe self-awareness, knowledge and skills are key. Expect trainers & trainees engage in ongoing learning.
- ALL persons are to be treated with dignity and respect.
- Multicultural competency is expected (interns & staff)

# UNIVERSITY SUPPORT

## UC Davis Principles of Community

We affirm the **inherent dignity** in all of us, and we strive to maintain a **climate of justice** marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster **mutual understanding** among the many parts of our whole...

## CAPS Budget & Staffing

# MISSION STATEMENT

To enhance the mental health, interpersonal relationships, academic performance and career development of students attending UC Davis. CAPS services are also designed to assist all members of the campus community to develop a healthy campus learning environment. CAPS is committed to promoting inclusion, and the affirmation of diversity in its broadest sense. We strive to provide respectful treatment to people of every background who work, train and use CAPS services. Our staff contribute to the profession and embrace the richness brought by the intersections of gender, ethnicity, race, sexual/affectional orientation, age, physical and mental abilities, spirituality, socioeconomic status, physical attributes, as well as other personal and social characteristics that comprise individual identity.

# CAPS TRAINING DIVERSITY STATEMENT

## UC Davis CAPS Model Training Values Statement Addressing Diversity

All members of CAPS are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients.

# INTERNSHIP GOALS

- Commitment to Mentoring and the Scientist-Practitioner Model
- Commitment to a Broad Range of Skill Development
- Commitment to Training in Providing Services to a Diverse Clientele
- Commitment to Flexibility in Developing each Intern's Training Program
- Commitment to Facilitating Personal Growth and Professional Identity
- *Self Disclosure*

## EXPECTATIONS OF TRAINERS & TRAINEES

- Agree to work together to create a training environment that is characterized by respect, safety, and trust and are expected to be supportive of all individuals.
- Committed to the social values of respect for diversity, inclusion, and equity.
- Committed to critical thinking and the process of self-examination so that prejudices or biases (and the assumptions on which they are based) may be evaluated.
- Acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

## CAPS ENVIRONMENT

Intentional efforts made for CAPS to be a safe and supportive (yet challenging) environment

- Diverse permanent CAPS staff (Management Team)
- Model difficult discussions and multicultural misses (Diversity Dialogues; TDs rupture experiences)
- Intern Retreats and Team Meetings
- Incorporate diversity issues into all aspects of training
- Adopt no blaming/shaming attitude = open communication
- CAPS leadership & committees support goals

## OUR STAFF



## SEQUENCE OF TRAINING

- **Recruitment** - Truth in Advertising (mission statement, diversity training statement, intern web brochure)
- **Selection Process** -Deciding on interviewees; interview questions/vignette; awareness of cultural dynamics, discussions with current interns
- **Yearlong Diversity Seminar Series** - Self-awareness & team building; variety of learning mediums; address less “common” topics in seminars
- **Multiple opportunities** for working with diversity –MIP; Ethnic Student Leadership Retreats; Liaison relationships; diverse clinical population; Intern Research Project
- **Continuing Education Workshops** – Min 1/year with diversity focus (Racial Microaggressions, Transgender Issues) & integrated

## SPECIFIC EXAMPLES

### **Interview Vignette and Questions**

Luis is a 24 year old fifth-year Mexican-American senior in pre-med who was referred to CAPS by his partner. He said that his partner has noticed that he (Luis) has been sleeping more, putting on weight and has been disinterested in sex for the past few months. At this initial intake appointment, Luis reports that he just found out that he did poorly on the MCATs. Luis talked about feeling pressure from his family to graduate and continue on with medical school. He also worries that they disapprove of his current relationship.

## INTERVIEW EXAMPLE CONT.

### **Follow Up Questions to Vignette (If needed)**

- How would you work with Luis if his partner is male / female/ transgendered?
- How would Luis' racial/ethnic identity influence your work?
- Describe how your own identities would affect your work with this client.

**After you've seen Luis a few sessions, his father calls stating he hasn't heard from Luis for over a month & wants information regarding his safety.**

- How would you handle this phone call?
- What issues would be important to consider in your next session with Luis
- Would you talk to Luis about the phone call? Why or why not?

## EXAMPLES CONTINUED

### **Multicultural Immersion Program (MIP)**

Intensive educational experience

Partnership between CAPS & Sociology

Didactic, experiential & social justice models of learning

Undergraduate students engage in coursework, ongoing dialogue, and campus and community programming, that focus on wellness, race relations, intercultural communication, and the appreciation and promotion of cultural pluralism and unity.

*Interns have “mini-MIP Experience” & Facilitate Dialogue Groups*

## FINAL EXAMPLE

### **CAPS Standing Committees, Workgroups, Activities**

- Cross-Cultural Committee (cultural lens; consultation; information sharing)
- White Privilege Summer Work Group
- API Work Group
- Diversity Dialogues
- Retreats (Intern, Recent Staff Retreat)
- Staff Social/Wellness Committee

# DIVERSITY DIALOGUES

## Purpose

Further develop multicultural competence by enhancing awareness, knowledge, & skills in relating to one another cross-culturally.

## Diversity Dialogue Goals:

- Build Relationships (increase trust/safety; enhance CAPS climate)
- Enhance awareness (self - as a cultural being, worldview; biases; assumptions)
- Increase knowledge (of others, cultural knowledge, historical/current issues, clinical implications)
- Positive Change (personally, interactions, clinical work, unit changes)

# MEASURING SUCCESS

## **Formal Evaluations**

- Clinical Evaluations of Interns & Supervisors (Dec., May, Aug)
- Interns Evaluation of Program (quarterly, end of year)

## **Informal Feedback**

- Intern Team Meetings (weekly)
- Individual meetings with TD each quarter
- Discussions with supervisors, other trainers, staff

*Infusion of attention to diversity throughout...*

## SUCCESS CONTINUED

### **Written Comments from Interns**

- UCD has a unique student population in terms of diversity. I don't think that I would have had the opportunity to work with as many diverse clients at another counseling center.
- I really appreciated the diversity of clients here at CAPS. I especially appreciated that reception would send Latino/Chicano students my way, as this is a population I am especially invested in working with.
- I was stretched this year through MIP in raising awareness of my multicultural competencies and working with a diverse group of students in a non-clinical context as well.

## SUCCESS CONTINUED

### **Diversity of Interns Recruited**

1997-2009 = 72 Total Interns (18 male, 54 females; 37 POC, 35 White; 10 LGBT identified)

### **Successful Completion of Internship Program**

### **Number of Interns who stay for Postdoctoral Fellowship**

**Word of Mouth** – Why I'm here presenting today!

**Our Cultural Competence as a unit is improving**

## SPECIFIC CHALLENGES

- \$\$\$ (budget) – Trainees can augment existing service, consider this in your discussions about their value
- Differing levels of identity development/awareness and commitment
- Difficulty in talking about these issues (discomfort; resistance; guilt; shame/blame)
- Location (Davis!)

## FUTURE DIRECTIONS

- Acknowledge diversity work is a ongoing, life-long, journey
- Keep on “pushing” yourself and others
- Social Justice Agenda
- Get support from others doing this work
- Beloved Community

# CLOSING THOUGHTS

QUOTE... mlk?