

University of Rochester Medical Center: Postdoctoral Fellowship Program in Clinical Psychology

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Presentation Overview

- Importance of Departmental Support
- Review of Multicultural Curriculum
 - Interdisciplinary/Departmental
 - Psychology Specific
- Success/Challenges
- Next Steps
- Movement in the field

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Departmental Support



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Department of Psychiatry

(Eric Caine MD, Chair; Yeates Conwell MD, Vice Chair; Jeff Lyness MD, Education Chair)



- For a department or institution to develop as a multi-culturally competent organization, it is imperative that the highest levels of leadership stand committed to the mission
- Departmental commitment to developing and demonstrating cultural competence is reflected in the Education Strategic Plan & reaches across training, practice & research



Diversity and Cultural Competence Leadership Team (DCCLT)

(Caroline Nestro MS, RN, CS)

- Provides direction, leadership, and guidance throughout the implementation of multicultural objectives within the Department of Psychiatry
- Includes faculty and staff from all services within the Department of Psychiatry
- Participates in annual or biennial cultural competence evaluation facilitated by an independent county entity
- Offers web-based cultural calendar of community events



The Office of Mental Health Promotion

(Anne Marie White Ed.D, Director; Caroline Nestro MS, RN, CS, Assoc. Director)

Mission

The Office of Mental Health Promotion contributes to measurable improvements in community mental health and well-being by fostering diverse community, consumer and collegial partnerships to build upon their collective strengths in education, service and research towards reducing mental illness risk factors, developing protective factors, enhancing determinants of mental well-being and improving access to care

Multicultural Workgroup

Mission:

- To develop and implement a cultural competence training curriculum in the Department of Psychiatry that graduates effective, autonomous, informed, critically thinking, behavioral health care professionals who are aware of the role of culture in expressions of psychopathology and the treatment of mental disorders, and competent and confident in delivering culturally appropriate care to patients and their families
- Comprised of psychology and psychiatry training faculty members along with interested trainees
- Imperative to involve leaders of all major training programs
- Facilitates opportunities for all psychology trainees and psychiatry residents to participate in interdisciplinary multicultural training focused on increased cultural awareness and skill building

Review of Multicultural Curriculum



Multicultural Education Training Goals

Overarching goals:

- (a) increase **self-awareness** and receptivity to diverse patient populations on the part of trainees and supervisors
- (b) instill the importance of cultural difference in the understanding of expressions of psychopathology and treatment of mental disorders (**knowledge**)
- (c) increase clinical excellence, in terms of the ability to deliver culturally competent care to a diverse group of patients, including the ability to establish strong therapeutic alliances with diverse patients (**skill**)



Domains of Diversity:

- Age
- Gender
- Race
- Ethnicity
- Sexual Orientation
- Disability
- Religion
- Language
- SES
- Immigration status



Memorial Art Gallery, Observation Exercise

(Stephanie Brown-Clark, MD, Ph.D., & Susan Dodge Peters Daiss, M.A.)

- Oriented toward increasing self-awareness of cross cultural issues and biases
- The purpose of the experience is to aid in awareness of self (cultural influences) and ones understanding and appreciation for the experiences and worldviews of others.
- Usually conducted in the fall, as early as possible in the training year to lay the groundwork for open exploration of personal attitudes and reactions to cross cultural issues.

Interior of a Mosque, 1890-1899 French Painting Oil on canvas



- **Interlude**, 1963
American Painting
Oil on canvas



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Grand Rounds

- 2005-2006: 2
- 2006-2007: 8
- 2007-2008: 1
- Developing Suicide Interventions in African American Churches (2005)
- The Concept of Race: Medical and Legal Considerations (2006)
- Film Debut: *Opposite Action: An Adaptation from the Deaf Perspective* (2006)
- The Science of Designing and Implementing Culturally Congruent HIV Interventions (2006)
- Developing Community-Based Participatory Research on Domestic Violence from Legal and Psychosocial Perspectives (2007)
- Mental Health of Refugee Children and Families: Challenges to Service Providers in the Rochester Community (2007)
- July '64: Reliving and Relearning (2008)

Departmental Multicultural Training Conferences

- Occur throughout the year
- Postdoctoral fellows required to attend one per year
- Faculty also required to attend one session per year

Psychotherapy Institute Conferences

(Nancy Talbot, Ph.D., Director)

- Dedicated to the advancement of psychotherapy training and practice locally, regionally, and nationally. All Departmental trainees are able to participate in one or more of the three major conferences hosted each year, as well as a series of "psychotherapy intensives" workshops on specific therapies at more advanced levels
- From the Counseling Session to the Classroom: Interventions with African American Children, Adolescents, and Their Families (Anderson J. Franklin, Ph.D. & Nancy Boyd-Franklin, Ph.D.)



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Interdisciplinary Multicultural Training Series

(Dennis Foley, Psy.D., Director of Multicultural Education)

- Two per year
- Oriented towards awareness and knowledge based training goals
- Presented in many forms: Panel, film, lecture, patient interview, large group and small group discussion
 - Basic Concepts of Difference and Identity: “Tribe in White Coats” (large/small group discussion)
 - Tongue Tied: The Experience of Gay Men of Color (film)
 - Spiritual Beliefs and Mental Health: A Patient’s Experience




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Multicultural Case Conference Luncheon Series

Monthly series provides an opportunity for trainees to present and discuss cultural formulations from their caseloads.

Participants must present at least one formal cultural formulation from his/her caseload during the course of the year .

Currently in psychology program only; oriented towards all three learning goals

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Outline for Cultural Formulation

Cultural Identity of the Individual

- Note the individual's racial, ethnic, and cultural background
- For immigrants, racial and ethnic minorities note (separately) the degree of involvement with both culture of origin and the host (majority) culture
- Note language abilities, use, and preference
- Religion affiliation
- Spirituality
- Social status
- Age
- Gender
- Disability

Cultural Explanation of the Individual's Illness

- Note the predominant idioms of distress through which symptoms or the need for social support are communicated ("nerves", possessing spirits, somatic complaints, etc).
- Note the meaning and perceived severity of the individual's symptoms in relation to norms of the cultural referent group.
- Note the local illness category used by the individual family and community to identify the condition (see **cultural bound syndromes**).

Cultural Factors Related to Psychosocial Environment and Levels of Functioning


- Note culturally relevant interpretations of social stressors available supports and levels of functioning and ability. This included local social environment and the role of religion and kin networks in providing emotional instrumental, and informational support.

Cultural Elements of the Relationship Between the Individual and the Clinician

- Note differences in the culture and social status between the individual and the clinician and the difficulties that these differences may cause in diagnosis and treatment (e.g. difficulties in communicating in the individual's primary language, in negotiating an appropriate relationship or level of intimacy, in determining whether a behavior is normative or pathological, etc.)

Overall Cultural Assessment for Diagnosis and Care

- Discuss how cultural considerations specifically influence comprehensive diagnosis and care

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Rochester PRIDE Postdoctoral Fellowship (Paul Duberstein, Ph.D.; NIMH R25MH074898)

Rochester Program of Research and Innovation on Disparities Education (PRIDE)

- Designed to inspire and prepare early career trainees to engage in community-based participatory research
- Aims to develop culturally-relevant knowledge and skills in the conceptualization, assessment, and treatment of mood mental health disorders in diverse populations
- Exposes trainees to both university- and community-based mentors and supervisors



Rochester PRIDE Postdoctoral Fellowship

- Features core course in “Race, Poverty, and Health in the Urban Setting”
- Requires placements in urban agencies serving ethnic minority populations
- Involves developmentally graded expectations for interns vs. postdocs who work as teams
- Community mentors participate on training committee and site reviews



Strengths/Successes

- Department is supportive of the cultural training endeavors
- Training enriches trainee learning and interactions with patients
- We have succeeded in providing cross cultural education programs for staff and trainees alike

Strengths/Successes

- Trainees doing 'real world' community experiences outside walls of medical center
- Ethnic minority community partners participate in all phases of our programming

Challenges

- No standardized measurement of trainee cultural competence prior to training and at the end of training.
- Budget does not include line items for multicultural training (must be negotiated)
- Faculty supervisors may not always have the same education regarding cultural competence as the trainees that they supervise.
- Challenge of leadership changes
- Core group of faculty involved (need broader participation)



Moving the Field

- We must move beyond the focus on enhanced awareness and knowledge to provide 'real world' community-based training that enhances multicultural skills
- If faculty are not representative of the communities we are serving, our training must be shaped by active collaboration with ethnic minority partners who participate in all phases of training
- Should the CoA establish standards for such community-based collaboration when assessing the multicultural curricula of training sites?